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History Bulletin 12

PETER SAILLY

(1754-1826)

A PIONEER OF THE CHAMPLAIN VALLEY

WITH

EXTRACTS FROM HIS DIARY AND LETTERS

BY

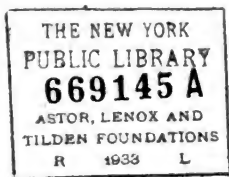
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New York State Library

Albany, February 24, 1919

Hon. Thomas E. Finegan

Acting President of the University

DEAR SIR:

In 1785 Peter Sailly with his family came from France and settled at Plattsburg on Lake Champlain. There he lived for forty years, during which time he was county judge, member of the Assembly, member of Congress, army contractor, military store-keeper, and for seventeen years, from 1809 until his death in 1826, collector of the Port of Plattsburg. He had an important part in the events of the War of 1812. He was a man of exceptional force, of impressive personal appearance and manner, of unusual courage, uncompromising integrity, and a power in northern New York affairs for forty years.

A year or more ago his grandchildren, Sidney Smith Palmer and Katherine Palmer, presented to the State Library a manuscript memorial of Sailly with important supporting letters and documents, the Library in consideration of this deposit to prepare a suitable sketch of his life. Such a sketch had never been done, and any printed material relating to him or his work is of the utmost meagerness.

This condition was agreed to by the Regents Library committee and the following account of Sailly's life in New York State has been prepared, recommended to and approved by the Board of Regents. It is now respectfully submitted for publication.

This little monograph has profited greatly by the interest, suggestions and painstaking editorial work and proof-reading of Mr Wilmer L. Hall, sublibrarian in history.

Very truly yours

J. I. WYER JR

Director

THE UNIVERSITY OF THE STATE OF NEW YORK
OFFICE OF THE PRESIDENT

Approved for publication this 24th day of February 1919

Thos. E. Finegan

Acting President of the University

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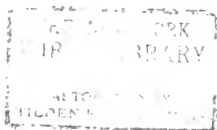
INTRODUCTION

The purpose of these pages is to sketch the life of an interesting Frenchman, Peter Sailly, who for four decades was a striking and influential figure in the pioneer life of northern New York. The appending of his short diary makes available for reference a record of early journeyings in the Champlain and Mohawk valleys. A few letters, his own and by other persons important in the life of the State a hundred years and more ago, are also added. It is hoped that the history of a part of New York State which is not rich in authentic historical publications relating to the formative years, 1780-1825, may thus be somewhat illuminated and that incidentally a recognition, delayed but abundantly deserved, may be recorded of the substantial debt which New York and the new nation owe to a considerable number of French immigrants of condition and character who were attracted to the United States between 1780 and 1800, first by prospect of an alluring political and commercial status to follow their newly gained independence and later as a refuge from danger and distress at home.

The main source of information regarding the life of Peter Sailly in America is found in notes made by his grandson, the late Judge Peter Sailly Palmer, of Plattsburg, from original documents, most of them papers left by Sailly. Judge Palmer was an able lawyer and a writer and student of local history. The greater portion of the matter he gathered concerning his grandfather was turned into a series of articles which were printed during his lifetime in the *Plattsburg Republican*, in the weekly numbers from February 24 to April 20, 1872. Facts concerning the family abroad and Sailly's early life in France were gathered about 1882, mainly through personal visits to Europe of John Boynton Palmer, another grandson, and were carefully preserved by Judge Palmer. Most of the foreign information was secured through the assistance of M. Charles de Finance, of Lyons, France, and M. Ernest de Massy, of Langres, both descendants of sisters of Peter Sailly.

The diary written in French and translated by Judge Palmer, who was a good French scholar, and most of the original documents are no longer in existence, but the translations and copies in his grandson's handwriting remain. Enough of the material left

by Judge Palmer has been drawn upon in these pages to give a general view of Peter Saily's career and some insight into the period covered. The Palmer manuscripts have been preserved by Miss Katherine Palmer of Plattsburg, N. Y., daughter of Judge Palmer. Miss Palmer has donated to the New York State Library the main book of manuscript notes in Judge Palmer's handwriting with the letters and other documents printed as appendixes to the present sketch.





This portrait is reproduced from *St. Mém. Col-
lection of portraits*. N. Y. 1862. Plate 482

I.

EARLY LIFE IN FRANCE

Peter Saily was one of many Frenchmen who came to America from France immediately after the peace of 1783 between the United States and Great Britain. Reared under the French monarchy, he was a typical Frenchman of the old school; with abundant adaptability he soon became a typical American and had revolutionized his political views before the upheaval of the French Revolution. Saily was of good family, thoroughly educated, of sterling character, and brought a high standard of culture of great value in a new country.

When Peter Saily adopted a new country he took a new name. He was born Pierre Maire, son of Frédéric Maire who resided at an iron works of which he was part owner, in the old province of Lorraine, and who left the following record of his son's birth: "My wife was confined at the forges of Ste. Marie on the 20th of April, 1754, at ten o'clock in the morning of a son who was baptized at the church of Attigny, in our parish, on the 21st of the same month, by the name of Pierre. His godfather was M. Pierre Desauquets, my partner at our forges at La Hutte and Ste. Marie, and his godmother was Mlle. Marianne Bron, daughter of M. Bron, avocat, of Barney."

Pierre's father, on the 23d of July, 1747, had married Marie Sybille Neuilly, daughter of André Neuilly, at one time clerk or recorder of Thann and afterwards fiscal agent of Cernay in Alsace, and of Marie Elisabeth Wilhoffer, his wife. Frédéric Maire became co-proprietor of the forges at La Hutte shortly before his marriage and was, when married, manager of the forges of Ste. Marie, of which he was later a part owner. These forges of La Hutte and Ste. Marie were located close together. Frédéric was the younger son (the elder being Jean) of Jean Marie Quartier *dit* Maire, who was born in 1704 in Switzerland and who left that country about 1722. Jean Marie Quartier *dit* Maire married Catherine Belot, daughter of Sieur Belot, captain of the Swiss regiment of Purbeck, and rented the forges of St George in Franche Comté. He became a citizen of Héricourt, in the present department of Haute Saône, April 6, 1728, and soon afterwards settled

at Thann, Alsace. He was a Lutheran and his son Frédéric was a Calvinist but both became Roman Catholics on the 23d of June, 1751, by an act of abjuration.

Jean Marie Quartier *dit* Maire was the son of Abraham Quartier *dit* Maire, a merchant of Chaux-de-Fonds and of Les Brenets, Switzerland, who married Anne Marie Huguenin and was admitted as a citizen of Vallangin the 17th of April, 1697. Members of the family in France have traced the line back for many generations.¹ The family name Quartier became varied in Switzerland by the addition of Maire, to distinguish the branch from others of the same family. Several generations of municipal office-holding caused the words "*dit* Maire" to be appended to the name. Later, the branch we have been following dropped the Quartier. It is known that the change of faith caused some heart burnings and estrangements. Frédéric Maire had a bent for versification and produced an extended composition giving an account of his conversion; also several short pieces of verse, some of which were religious and others laudatory of the virtues of Louis XV and other princes of that line.

The family was distinctly of the old régime and Peter Sailly himself bore arms for Louis XVI in his youth, having been a member of a corps of young soldiers of good family who formed a bodyguard for the king. A good hunting story of this early period survives and is related by Chancellor Walworth in a letter (appendix XX).

Tall, dark and slender, Peter Sailly was a handsome young man. He was educated for professional life. In his youth he was lively and possessed a trace of what a European relative called fickleness. On December 19, 1775, at Larzicourt, Champagne, he married Marie Louise Eléonore Caillat, daughter of Jean Claude Caillat, advocate in parliament and fiscal agent of the barony of Larzicourt, and of Marie Thérèse Le Bel, his wife. His father has left the following quaint account of his part in outfitting the groom for the wedding: "I went expressly to Larzicourt at the request of my son to execute his contract of marriage. This journey with the cloth and other articles I had sent him for his wedding suit, and for the marriage amounted in all, making deduction of the two louis d'or which he had lent me at the coronation of the king at Rheims, to 300 livres, money of Lorraine." Advocate Caillat, his

¹ See *Famille Charles-Edouard Gagnon; petites notices biographiques et généalogiques*. Edition intime. Quebec, 1914. P. 36-38.

two daughters, Frédérick Maire and the latter's son Pierre had all been at the coronation of Louis XVI. The two daughters had their portraits done in the costumes they wore on that occasion.

The early harvest of young Maire's life seems to have been largely of business disappointment. He was drawn into the partnership of the forges but the ruin of the business was assured before that time. At the time of his marriage he was a deputy of subsidies, a position in connection with the taxes, at Larzicourt. The debts of the iron business were brought home to him and for years he was harassed by them; in 1782 he was condemned to pay, jointly and severally with his wife, the sum of 13,500 livres.

We can suppose that the early mistakes were not likely to be repeated, judging from a letter written to his mother under date of November 30, 1783, from which the following is quoted in translated form: "I apprehend from your letter and by what was told my wife that you cry, very often, over my lot. Your grief, my dear mother, adds much to the chagrin occasioned by my misfortune. You will be consoled from my long separation from you by the promise I made you to live with all propriety and economy, to be active in my labor and careful in the selection of my associates, that the deplorable events I have experienced may not be repeated. I will discharge scrupulously the duties of an honest and brave citizen and a faithful husband. My paternal sentiments are not equivocal. Do not doubt, my good mother, that the accomplishment of all this will render God favorable to me. I am confident that I was never irreligious and I can boldly again raise my eyes toward heaven. My wife has informed me of the arrangement made with M. Jaquet. Your condition is quite limited but your pressing wants will be provided for and this tranquilizes me."

Business misfortune with its imposition of financial burdens for which he was not responsible evidently was the main cause of his departure from France, and of his change of name and country.

II

TRAVELER AND IMMIGRANT

French influence in America was distinctively of two sorts — the earliest based on colonization and the later a more individualistic form of ordinary immigration. The soldiers of France came first, seizing the land and guarding the colonies when established. French colonization consisted of taking small sections of Old France and setting them down, root and branch, to grow in foreign soil —

a process of transplantation. How thoroughly this was done is shown by our being able to find today a France of the sixteenth century in a large portion of Canada, close to our own frontier. British power, the English language and the proximity of a great progressive republic have not destroyed the old forms and customs. The institutions of Old France, political and religious, still have firm root there. If the early French had entered the Hudson instead of the St Lawrence and spread out in the broad expanse of the middle colonial area, it would have been a vast undertaking to dislodge the feudal system of the French monarchy so transplanted.

With the loss of New France, the French nation lacked the means to alleviate hard conditions at home by the colonization policy, and the seeds soon began to sprout for the great harvest of revolution. Toward the end of the eighteenth century, France and the American colonies became friends. France supplied ideas of pure democracy which promptly took root in this country, while America furnished principles of conservative republicanism and representative government. Lafayette and his companions did much to popularize new thoughts of social philosophy in this country and gave great vogue to American ideas in France. Many immigrants came and the incorporation of French elements has had a considerable influence in determining lines of progress; while the introduction of the better types of French life and manners has had much to do with advancing civilization in America. Of this sort was Peter Saily's contribution to his adopted country. With other French immigrants he did much to elevate the standard of living and to forward development in the northeastern part of New York State where he settled.

Saily first visited America in 1784 on a trip of inspection to see what the new world had to offer for a fresh start in life. His diary of a portion of his journeyings is given herewith (appendix II). On April 4th he sailed from Paimboeuf and May 11th found him in Philadelphia. Iron making was uppermost in his mind at the start and he was on the outlook for iron ore, forges, water power and mills. He visited the iron works at Newark, N. J., and went on to New York. Thence he immediately set out for Albany, the outpost for two main areas of settlement then opening in this State, the Mohawk valley and the west shore of Lake Champlain. Exploring the Mohawk territory, he was on the point of buying land there; but not securing the terms he sought, passed on.

Returning to Albany, he fell in with William Gilliland, whose land on Lake Champlain appeared attractive, and with Gilliland he made a trip to the north. Setting out by wagon, they reached Lake George, which they traversed in a canoe, then taking a sloop on Lake Champlain.

Embarking at Fort Ticonderoga, Saily entered an area which attracted him by its picturesque features and business possibilities. The beauties of the landscape charmed him as it has all travelers. The broadening view on the way north intensified the effect. Here and there a peak emerging from the timber gave a lofty touch, while the virgin forest spreading over the country and the many hills and mountains suggesting minerals, all gave to the observing pioneer the impression of great natural resources and stored-up wealth ready for the taking. Streams entering the lake gave promise of mill sites and means of floating logs during the process of clearing the land for cultivation. There was, as there is now, a picturesque effect of action in the mountain ranges. The abrupt slopes of the Adirondacks, many of them close to the lake, gave the suggestion of a march of the mountains as opposed to the broad plain to the east of the lake with the retreating and more gradual slopes of the Green mountains beyond. Densely wooded shores, points and islands, in the freshness of early summer, with the brilliantly tinted mountain masses at morning and evening, all helped to produce matchless scenes of beauty which delighted our French home-seeker. The scene on every hand was similar to that which had greeted the eyes of Saily's fellow countryman, Samuel Champlain, on his voyage of discovery a century and three-quarters before, and the romance of a rediscovery must have affected the susceptible mind of Saily. On their voyage Saily and his companion came opposite the mouth of the Saranac river. No more beautiful stream ever flowed into ocean or lake than the Saranac of that day, rushing down from lakes in the heart of the Adirondacks, through the primeval wilderness to the waters of Lake Champlain. Its mouth, guarded by Norway pines and other giants of the forest, contained two lovely little islands embowered in trailing vines and wild flowers; and the charm of the place was further accentuated by a picturesque little cove with a pebbly beach.

The voyager was tempted by the surpassing beauty on every side and the commercial possibilities of the Champlain valley, but hesitated to settle, anticipating the coming of another war with Great Britain and the devastation to be wrought thereby. He passed on

and viewed some of the seignories of Canada, returning over the same route through the Champlain valley and going back to France the same year. Franklin had a like vision as to a second war, when he described the first war with the mother country as the "War of the Revolution"; adding, "the war for independence is yet to be fought." But in spite of doubts, the following year, 1785, saw Peter Saily returning to Lake Champlain and becoming one of the founders of Plattsburg at the mouth of the Saranac.

Prior to and during the Revolution, civilization was at a low ebb in the Champlain valley. In Canada there were plenty of seignories and a considerable population, especially along the banks of streams, but south of Canada all was confusion for a hundred miles or more on both sides of Lake Champlain. The British and French had disputed the territory until 1759 and after that the colonies were not strong enough to assure safety for settlers. The French settlement at Crown Point had promised well for a time and there had been considerable progress toward civilization. It had been an extension of the Canadian system of development under the French, a peasant form of settlement of a distinctly feudal character. The French settlers had led a reasonably happy life between raids, under the guns of the fort, and at times there had been regular communication with Canada by sailing and row boats. But the French improvements had all disappeared and the whole section was a rough and dangerous country more fitted for the exploits of men like the Vermonters, especially those bands of rugged and pugnacious pioneers led by Ethan Allen and his friends, or for the type of settlers Gifford had brought in before the Revolution, the latter being of the poorer class, who had suffered enough in their former homes to make them thankful for almost anything and content with the roughest surroundings.

This unsatisfactory condition of the Champlain valley continued until Burgoyne's army of invasion was finally defeated; and even later the territory was much overrun with rough elements until after the peace. Then both sides of the lake began to revive, although the shadow of the civil war growing out of the New Hampshire grants still clouded prospects in Vermont. As soon as peace was established men of substance and importance turned their faces toward the Champlain valley and when they came they brought the existing type of colonial civilization, with moderate supplies of capital, most of the ordinary comforts of those days and some of the luxuries.

In the year of 1785, at the mouth of the Saranac river, was planted a new settlement destined to become the most important on Lake Champlain. Bringing a small amount of milling machinery and large amounts of energy and ambition, a band of pioneers led by the Platts came to subdue what was literally a wilderness. Here they set themselves down on both sides of the river and made their dwellings and places of business amid most picturesque surroundings. Nature's sway was complete and it was years before the works of man seriously marred the scenery.

In soliciting recruits for the settlement Zephaniah Platt used these words: "I could wish none but sober, industrious men to settle in said township, such as bid fair to do well for themselves." Both the proprietors and settlers were a goodly kind of men and laid a solid foundation for the town. A new town was organized in 1785, at first about seven miles square, and both town and village were named Plattsburg. It was no mean company with which Saily cast in his lot. Zephaniah Platt, a great landowner in the Hudson, Mohawk and Champlain valleys, was the leading spirit. One of the proprietors of the new town site was Melancton Smith who was among the foremost men of the State and who later died of yellow fever in New York at a time when he expected to pass his declining years in Plattsburg. Smith and Platt in 1788 exercised controlling influence at Poughkeepsie for the ratification of the Constitution of the United States. Smith was a leader in the debate, first standing with Clinton against the Constitution and later turning the tide in its favor. Platt was a Regent of the University of the State of New York (1791-1808) and was father of Jonas Platt, another of New York's famous men who came later to end his days on one of the Platt properties near the Saranac. Ezra l'Hommedieu was another of the proprietors, as was also Thomas Treadwell. There was a Clintonian tinge to the roster of the early Plattsburg notables which was still more apparent a few years later, when Clinton county was set off from Washington county and the Governor's friends took advantage of the opportunity to honor his name.

Saily embarked with his family at L'Orient in France on March 22, 1785, on board the royal packet *Le Courier de l'Europe*, Cornic Durmoulin, master. Landing in New York, Saily made his first extended stop at Albany, where he established his family for a time. Bearing a letter from a Mr St John, said to have been of the French diplomatic service (appendix III), Saily fell in with Zephaniah

Platt, who was then engaged in obtaining settlers for Plattsburg. Saily bought of Platt a tract of 100 acres on Cumberland Head, a rocky promontory 3 miles from the site of the new village. At Cumberland Head was the boat landing for the settlement.

The first winter Saily spent mainly in the north, his family residing in a house taken by him in Albany. In the spring of 1786 they set out from Albany over the even then well-worn road to Skenesborough (Whitehall) and there took boat for Plattsburg. There was a substantial movement of immigration into the Champlain valley at that time and not a few families had Plattsburg as their destination. But this was a great plunge for women and children brought up in a settled community. The banks of Lake Champlain were thickly wooded and, whenever a stop was made, the eyes of wild animals peered from the leaves observing the intruders. It was not safe to wander in the woods for there were plenty of bears, panthers, wolves and other large animals ready to repel the civilized invaders of the wilds. At Cumberland Head the Saily family moved into a new log house and the necessary trips to the village were through thick woods full of wild life.

The Saily family at its early Plattsburg home consisted of Peter, his wife Maria Louise Eleonore Caillat, their three children, Charles Lewis, Julia J., and Maria Louise Eleonore Sybille Bernadine (called Bernadine¹) and Mrs Saily's school friend and companion, Marianne Adelaide Grellier. The youngest child, Emilia, was left behind with relatives in France and some years later while a young girl suffered imprisonment with her maternal grandmother and aunt through the enforcement of the revolutionary laws. It is said that she treated the flag of the new government with disrespect. In after years she used to relate how, while confined in the Bastille, she watched the marks on the doors which indicated which of the prisoners were to go to execution. When about twenty years of age she came to her father in his American home. Mrs Saily lived only a few months after reaching Plattsburg, dying December 23, 1786. This is said to have been the first death in the new settlement. On June 8, 1789, Saily married Miss Grellier, which is said to have been the first wedding in the town. Three children were the result of this union: Eleonore Marie, Charlotte Teresa, and Frederick Lewis Charles.

¹ She married Marin François Durand, land owner and deputy collector of customs at Plattsburg. A daughter, Julia Jane Durand, married Charles Edouard Gagnon, whose family is treated in *Famille Charles-Edouard Gagnon; petites notices biographiques et généalogiques*. Edition intime. Quebec, 1914. 45 p.

At first Saily was strongly imbued with the idea of becoming an iron master in the New World. But by May 1785, he had renounced this plan and set his mind on peltries. He brought about 30,000 francs worth of French goods with the idea of opening up an export and import business with France. These goods were purchased on credit in France and were mainly paid for with furs obtained from the Indians or money derived therefrom. He soon found, however, that his trade was better served by purchasing in the wholesale markets of the United States.

There is an interesting though brief parallel between the lives of Saily and John Jacob Astor, with the added element of personal contact. Both men were attracted to the fur trade on their arrival in America at about the same time. Astor made Albany his headquarters for his northern trade. At Plattsburg the two men had personal and business relations, developing mutual respect and esteem. Astor frequently came to Plattsburg and stayed at Saily's house and, it is related, would spend the night sleeping in front of Saily's big open fire in the kitchen. Saily prospered, but not as did Astor, whose mind was completely filled with business; Saily early developed an interest in public affairs and civic improvements, which occupied a large part of his time, such things being crowded out of Astor's mind until much later in life. The Indians with whom Astor traded came to Saily's house and also slept in the kitchen before the fire. One of the little girls, then of the Saily household, later used to relate how she was carried to the kitchen door to look at the Indians who were evidently more of a curiosity in those days than the itinerant white fur trader.

Saily soon found that his proper place was in the village and he moved to the mouth of the Saranac, though for many years the boat landing was kept up at Cumberland Head and for a long time was the only regular landing. He first established himself on the south side of the mouth of the river but a few years later moved across to the high bank on the north side where, about 1795, he built a homestead and other structures. He occupied this home until his death and, while the old buildings have disappeared, descendants have ever since occupied a home on the same spot, the present dwelling incorporating part of the old house. A granddaughter, Mrs Mary Waite Saily Warren, died in this home in January 1918, leaving children still inhabiting it.

Soon the same bank on which Saily built had a number of interesting homes. A few rods to the east was the residence of Henry

Delord, also an immigrant from France. The Sailly and Delord homes were among the best in the village and for many years afforded hospitality to distinguished visitors. Between these two homes was that of Dr and Mrs Oliver Davidson, the parents of the young girl poets, Lucretia and Margaret, whose short lives were eulogized by Washington Irving and Catharine Maria Sedgwick.

Plattsburg soon became a busy little place. The idea of the settlement was largely mercantile, but there was an underlying thought for the larger forms of landed proprietorship and not few were the dreams of baronial and manorial development. The great proprietary domains on the Hudson and elsewhere had not then proved their impracticability, and delightful was the vision of the broad acres of the valley under cultivation—if only the forests could be got out of the way! As early as 1788, when the population of the village was no more than 200, it was the seat of a county larger than many a European principality, stretching from Fort Ticonderoga around and across the Adirondacks to the St Lawrence. The merchants of the place controlled much trade. Clinton county was set off from Washington county March 7, 1788; Essex county was set off from Clinton in 1799; and Franklin county from Clinton in 1808.

When travelers came to the new settlement after it was fairly started, they would sometimes wax eloquent over the high state of civilization found there. In Winterbotham's *America* the author, having visited Plattsburg in 1792, refers to the settlement in the following quaint language: "They have artisans of almost every kind among them and furnish among themselves all the materials for building, glass excepted. Polite circles may here be found and the genteel traveler be entertained with the luxuries of a seaport, a tune on the harpsicord and a philosophical conversation." Who the Plattsburger was who furnished the "philosophical conversation" is shrouded in mystery but there were several capable of the performance, including Peter Sailly. While the dwelling houses were not so large as often found in other settlements, still some of them were commodious and the open-air life of summer was more delightful and interesting there than in many more settled regions.

In the new community Sailly immediately took a prominent position. He fitted into the mercantile side of the new life perfectly, enlarged his business and helped to pull down the forest by making potash out of the ashes of the trees and by taking spars and timber

to float down the lake and the Richelieu and St Lawrence rivers for the overseas trade. Loaded boats came up to and past his door and went out with his potash and the various forms of country produce in which he dealt

Until about 1805 he devoted himself assiduously to the business of merchandizing, dealing in peltries, manufacturing, shipping, and receiving large quantities of goods. His transactions were large and he set up a store on Grand Isle in Lake Champlain and another at Missisquoi bay on the east side of the lake, and later was interested with his son Charles in a store at Champlain on the Canadian border, about 24 miles north of Plattsburg. The merchants of Plattsburg in the early days procured their goods largely from New York, Albany and Troy. Sailly was generally represented in the southern markets by D. & J. Merritt, of Troy. He also traded with G. & J. Aspinwall, W. & H. Onderdonk, William and James Bailey, and Bailey and Fort, of New York; James and A. Kane, Cadwell, Van Ingen & Company, and Caldwell & Son, of Albany; George and Benjamin Tibbitts, Gorham & Company, I. D. & R. Selden, and Selden & Jones, of Lansingburg. In the summer, merchandise was hauled by wagon between Troy and Whitehall and on the lake carried in sloops and bateaux. In the winter there was considerable exchange of goods by sleigh, the principal outgoing product being potash.

To obtain a picture of the early Sailly period it is only necessary to take a composite view of the colonial period as found off the main-traveled highways—heavy stage and good sleigh traffic in winter; the lighter stage travel of summer; the coming and going of the lazy sloops and the bateaux propelled with oars. To the colonial features should be added the slight variations growing out of the Revolution. While the refinements of life were for the few rather than the many, those who enjoyed them had much to be thankful for and, barring one or two inconveniences, the most fastidious person of the present day could find acceptable hospitality in the old houses like those of Sailly, Delord and the Platts. The Spanish Main contributed many things which were brought up from the distributing depots at New York, not the least desired in those days being the old Jamaica rum. Byron might easily have made his couplet on the soothing effects of religion and the West Indian product while on a visit to the Saranac. The steamboats soon brought the outside world nearer with some of its sophistications but business and social life were still at long range. The

nearest social center to the south was Albany. The nearest government depository was for many years in New York and we can imagine many a trip made by Collector Saily with his body swathed with coin bags well filled with gold. Much of the business of the country was handled by orders, bills of exchange and consignments of goods; every merchant was largely dependent on himself and the larger dealers had often to perform many of the offices of bankers.

Socially there were many forms of activity which came to white heat when notables arrived needing entertainment. At ordinary times there were the supper parties and old quilting bees, with card games for those so inclined and for a masculine set sometimes good high play with convivial accompaniment. It is from the hither side of the period that faint recollections come of a robust masculine circle, of which Chancellor Walworth was the youngest member, where often an I O U was used to supplement a pile of real coin.

Plattsburg had from the first abjured all allegiance to the forms of royalty and nobility, but always did enjoy visiting notables who might come its way. Civic hospitality was always extended on occasion and Saily, Delord and a few others delighted to open their houses. In the summer of 1817 the quiet life of the village was startled by the announcement that President Monroe would make Plattsburg a stopping place on a tour in the northern states. The village trustees were called together in haste; plenty of fervor and oratory were available for the occasion, but little ready cash. The idea of "drives" for patriotic purposes had not developed; but there was a sum of money on hand for the purchase of a fire engine, and this the trustees commandeered for the welcome of the chief magistrate. The affair was romantic, even idyllic. Military escort was provided as well as a welcoming speech from Attorney Walworth; the young ladies of the village boarding schools strewed the President's path with flowers; a party was given; church attended. On Monday the village outdid itself. As the President wended his way west toward Ogdensburg, the party came to a bower on the bank of a brook about 13 miles out of Plattsburg, where a superior collation was laid out to be partaken of by the President, his suite, officers of the army and citizens. In connection with this repast it is recorded: "In such a moment, so congenial to convivial gayety, form and ceremony have no place; age loses its caution, philosophy itself is taken off its guard, and the flow of soul alone triumphs." Mr

Waldo, the President's Boswell for the occasion, in his account of the trip said: "In no place through his extensive tour was the President received with more undissembled tokens of respect than at Plattsburg"; adding, "He partook of it [the collation] with a heart beating in unison with those of his patriotic countrymen by whom he was surrounded; and acknowledged this unexpected and romantic civility with unaffected and dignified complacence."

About the same time that the Plattsburg settlement was inaugurated another settlement was begun at Champlain, which soon became an important point, under the leadership of Pliny Moore. There was much rivalry for many years and there were many contentions, the Champlain settlers often feeling that Plattsburg was a tyrant with an iron heel. Pliny Moore was an able, forceful man and if numbers and business had been more evenly divided between the two settlements, he might possibly have tyrannized at times over the Plattsburg end of the county. In these rivalries Saily seems to have maintained the respect of both sides and he had a long correspondence with Pliny Moore.

III IN PUBLIC LIFE

Even before Clinton county was set off and named, that part of Washington county had a strong Clintonian trend. Among the leaders, the friends of George Clinton predominated and with them Saily joined in an allegiance to the Republican party (then the party professing democratic principles and opposed to the Federalist party) which allegiance lasted the rest of his life. Saily had a political career of his own, which, begun early, was followed through the administration of various local offices; which took him to the Legislature at Albany, to Congress, and placed him for the rest of his life in an important federal office.

When Clinton county was organized in 1788 Saily was one of the leading men of the county among whom the local offices were divided, he being made one of the associate justices of the court of common pleas. On the 9th of June, in that year, he and the other newly chosen officials were sworn in with due formality, and in October he assisted in holding the first court of sessions. There were considerable form and ceremony in those days in the administration of public affairs and the new officials meeting to take office swore in and signed the roll with much the same dignity and solemnity that accompanied the signing of the Declaration of Independence.

This was before silk stockings and knee breeches had gone out. It was many years before the constables ceased to carry tipstaves, and in those old days the courts were conducted with much ceremonious parade.

Sailly held the office of judge for eight years, was one of the overseers of the poor in 1789, 1790, 1791, 1803, and 1804, a commissioner of highways and school commissioner in 1797 and 1798, and supervisor of the town in 1799 and 1800. In 1788 he was second major in the militia, resigning that position in 1789. In 1802 he was made one of the commissioners to build a court house and jail. Court was held in an enlarged block house on the lake shore near the Sailly residence until the new court house, on the site of the present one, was completed. In 1804 Sailly was appointed "first judge" of the county. In the spring of 1809 he began to act as a commissioner for the lending of money. Under Governor Tompkins he built an arsenal which was finished in August 1810. About 1808 a corps of associated patriotic exempts was organized at Plattsburg, of which Sailly was a member.

In 1797 he took part in a meeting for the organization of a library association. In 1811 Plattsburg contained 78 dwellings, a court house, four taverns, thirteen stores, and eleven shops and offices, including two newspapers and printing offices, a forge, tannery, two sawmills, grist-mill, fulling-mill, hatter's shop, and two asheries for the manufacture of potash. In the spring of that year Sailly took part in the organization of the Plattsburg Academy, which was built by voluntary subscription and completed the following year. This academy became an important institution, and was incorporated and finally affiliated with the State Department of Education. The board of trustees of the old academy survived almost to this day as a functioning institution, possessing power of appointment of five out of ten members of the board of education of the city of Plattsburg, until a recent act of the Legislature took away this power.

It was a curious game the early politicians of the young State were playing in those days. They had just fought in the Revolution and disputed the divine right of kings; but they seized the power formerly vested in King George and took it to themselves, and with limited franchise and divers rules and regulations practically converted it into the divine right of politicians. Under the new system we find Sailly in Legislature and Congress for one term each, though associated with those fully able to keep him

there longer and secure his advancement. His abilities were well above the average. Perhaps he did not like being dependent on the great political overlords; possibly the latter did not find him quite pliant enough; or again possibly the one term of service in two of the most important legislative bodies and a resultant federal office were quite in line with his modest aspirations.

He first broadened his public life beyond his local activities when he went to the State Legislature. He was elected a member of the twenty-sixth session held in 1803, receiving 181 votes out of the 189 cast for the office in Plattsburg. He served in this session with Daniel D. Tompkins, soon to become Governor. The Republicans were in the ascendancy in all departments of the State government and, with the help of a new council of appointment, the State had been swept clean of federal officeholders, the former incumbents being replaced with Republicans. George Clinton was drawing to the close of his career and DeWitt Clinton was coming on the stage. The latter had, with Ambrose Spencer, laid firm hands on the political wires controlling offices all over the State. Appointive positions were entirely at their disposal and elective offices followed wherever the Republican machine was in the ascendancy. Ambrose Spencer became a strong friend of Saily. New York State was thoroughly boss-ridden as early as the first decade of the last century, but the bosses were amiable and broad-minded, for those days, when the distribution of offices was not in question. The chief end of man in those early times in New York State was to start the settlement and development of the untamed portions of the State's territory and legislation was actively, and to a very substantial degree intelligently, used, with some admixture of special privilege to make things seem worth while.

The musty little volume which contains the acts of the Legislature of 1803 is not a record of great achievement, but does show an understanding of at least some of the purposes of government and a keen appreciation of the possibilities of special privilege, all expressed in the same crabbed legal phraseology, descended from the English draftsmen, which, with increasing verbosity, has for more than a century spread such a vast network of words over all the governmental function of the State. There was much done to regulate the offices of counties and towns, roads, turnpikes, toll bridges and waterworks, with an abundance of commissions and special incorporations. There was an act relating to the Fulton steamboat, a law authorizing a lottery for great roads — one road

being laid out as far as Champlain in Clinton county—an act to prevent dueling, against the trapping of deer, regulating the packing and inspection of beef and pork, for the sale of unappropriated State lands, incorporating the New York State Bank, and many others. Locally there were laws relating to accounts between Clinton and Essex counties, compelling Clinton county supervisors to raise \$1000 to complete the court house and jail, and creating a ferry across Lake Champlain at Cumberland Head.

In the Legislature Saily gained new insight into the intricacies of American politics. He had left France when it was a land of special privilege, oppression and corruption, and he looked for better things in America. So he was surprised at Albany to learn of the practice, when a bank was being organized by act of the Legislature, of allotting shares to members of the Legislature to help the law through. The bank franchises were valuable and the allotted shares went above par before issue, producing a bonus for thrifty legislators who chose and were expected to sell out. Saily saw that the allotment of shares, even though the subscriptions were paid for, was a mere bribe for votes. He not only voted against the bank which his friends desired to and did incorporate, but he refused, upon the passage of the act, to take advantage of the shares assigned to him. The New York State Bank was chartered while Saily was a member of assembly. Chancellor Walworth (see his letter, appendix XX) is authority for this incident in Saily's career and for the statement that the distribution of shares was intended for all members whether they voted for the bill or not. Governor Tompkins also refers to this incident in a letter to Saily (Military Papers of Tompkins, 2:412). This letter is authority for the statement that the number of shares was sixteen for each member and the profit on each share, as sold, six dollars.

This was before Tompkins became Governor. As a member of the Legislature in this session, he also declined the bank bribe. He and Saily became close friends during this session and the friendship lasted for many years. There are several interesting letters from Tompkins to Saily which it would be surplusage to reproduce here, as they are available for reference in the published collection of the Military Papers of Governor Tompkins. The most interesting of these (2:412) is the one referred to in which the Governor unbosoms himself to Saily as to raids on the Legislature for more bank charters, the muzzled press and the rapidly waning

standard of morality at the State capital. In one of these letters to Saily (2:279) the Governor describes quite vividly the manner in which he paid out his private funds for the military purposes of the government and the trouble he had in getting his money back, finally having to remit by his own check \$145.80, including an amount of \$15 due Saily from the government for storage and various small sums for the subsistence of officers.

There is little ground for surmise as to family migrations to Albany but there is a tone of family intimacy in many of Governor Tompkin's letters which leads to the supposition that members of the Saily family had accompanied its head on at least some of the trips to the State capital.

Hardly a year had passed after Saily's retirement from the Legislature before he was elected representative to the ninth Congress (March 4, 1805 to March 4, 1807) for the district composed of Saratoga, Clinton and Essex counties. At this election Saratoga cast 2403 votes, Clinton 452 and Essex 477. His service in Washington was in the first session of President Jefferson's second term.

Saily was a valiant partisan and evidently a warm friend of the Republican politicians of the State, though not a pliant tool. It was altogether in their hands who should hold office, and sending Saily to Washington reflected credit on them, strengthened the party locally, and graced the New York delegation in the House of Representatives with a man well above the average in culture and attainments. He won the esteem and confidence of Jefferson, resulting in his receiving his federal office at the hands of the President. Saily had a strong command of language in writing, though there is nothing to indicate that he shone as a public speaker. He seems to have made his residence in Washington a solitary one; at least it does not appear that any of his family accompanied him.

Saily had to defend the President and his party from many attacks. Several letters or extracts from letters show his conception of politics, as well as his style of composition and some of his habits of mind. One of these letters, under date of May 26, 1806, was written to his personal friend but political opponent, William Bailey, then of Chateaugay, later of Plattsburg, on the subject of the post road between Plattsburg and Ogdensburg (appendix V). He apparently failed to seize the postal patronage as a weapon and left to Bailey, a political opponent, the selection of places for post offices and of deputy postmasters, promising his indorsement of

nominees, provided some "respectable" Republicans should join in the petitions, "in order that it may not be a party business but that the petition or letter to the postmaster general may express the wishes of the community generally." Sailly had gained too rapidly in political strength and reputation not to have excited jealousy and made enemies in his own party, and he says with some feeling to Bailey in connection with the post road matter: "I must rely on your candor and do appoint you the keeper of my political reputation in that respect, believing it will be more tenderly used than it has been by a few demo-aristocrats here, who by insidious practices have raised a sort of hue and cry against me in this county."

The thought arises that possibly part of Sailly's value to his party arose from Federalist friendships and connections, or that a desire to conciliate opponents, as a matter of party policy, had angered some workers in the Republican ranks. The true inwardness of this as well as of some other situations is veiled, for Sailly's grandson, Peter Sailly Palmer, had a way of obliterating, eliminating and destroying in connection with the Sailly papers. Sailly made a practice of preserving facts, as is shown by the substantial amount of information that has come down to us, and his intimate acquaintance with inside history extended over a period of intense partisanship, and war besides, when there were many acid tests of loyalty and disloyalty; all business, too, in the north was complicated with smuggling. Judge Palmer hinted more than once that there were things in the Sailly papers that might keep members of good old families awake nights and, being a natural friend of peace and quiet, the judge evidently made himself an instrument for preventing undue annoyance. Once, speaking in reference to his grandfather's diary or record book, Palmer remarked in substance: "This must be destroyed when I have copied what ought to be saved. There are many things in it which might make trouble or cause annoyance to many good people." The local history of these early years is very much in the dark, for it was before the era of local newspapers in those parts, and family burnings and paper mills have consumed most of the old collections of family letters and documents which might throw light even at this late day.

The ascendancy won by DeWitt Clinton and Ambrose Spencer had not been secured without blows and there were plenty of festering bruises of a political nature. Aaron Burr's network of wires extended everywhere and produced many an intrigue and jealousy impossible to understand now.

In another letter (quoted in appendix VI) Saily shows what he had to contend against. The form of this letter, as it survives, comes through Judge Palmer's censorship and the elision of names was made by the latter, doubtless out of tender regard either for the feelings of those alluded to or their descendants.

Saily quickly recognized the effect of southern preponderance in the councils of the Nation. He perceived the territorial feeling in the South and how the statesmen of that section regarded the North, and how jealous they were as to the settling of the areas in the northeastern part of the country. It would have been, Saily saw, no sorrow to the South if the United States were to lose a goodly portion of the northern part of New York and New England; and he recognized the same feeling when the young republic of Vermont was begging for admission to the Union, the South and Vermont's big neighbor, New York, being in opposition to the plan.

Before his return from Washington, friends had renominated Saily for Congress, but he suppressed this movement in favor of John Thompson, of Saratoga county, who was elected, carrying both Clinton and Essex counties, as well as Saratoga. Thompson served a second term. We can only suspect that a bit of history fitting in here has disappeared. It was the most natural thing in the world that Saily should have a second term and it was hardly likely that he would have been renominated against his will. It may be that he stopped in Albany and found from Spencer that the gods of the party were not auspicious or possibly had a convenience in giving a member of Congress to Saratoga county, at the more populous end of the district. At any rate, Saily was acquiescent and loyally handed over majorities in the two northern counties.

In 1807 Saily gave effective support to Daniel D. Tompkins for Governor. Morgan Lewis had carried Clinton county against Aaron Burr in 1804 and was then running against Tompkins. Saily got into harness and secured a majority of 176 for Tompkins in Clinton county, giving him 159 votes in Plattsburg, a lead of 110 in that town. Essex was also carried for Tompkins through Saily's efforts and Republicans were sent to the assembly from both counties.

To show an old school example of dignified campaigning, another letter in the Tompkins canvass of 1807, under date of April 4, 1807, is quoted in appendix VIII.

When DeWitt Clinton ran for Lieutenant Governor in 1811, Saily was stronger than ever on the Clintonian side, and it was in that year that he joined with other political associates to found a newspaper to voice their sentiments in state and national affairs. There was too much Federalist sentiment to suit them, notwithstanding the waning of that party, and the newspaper in Plattsburg was not giving satisfaction from the anti-Federalist point of view. The result was the establishment of the *Plattsburg Republican*, one of the few papers of that day to survive to the present time. It had the satisfaction in its first few weeks of supporting and recording the success of DeWitt Clinton, and of joyfully chronicling the fact that Marinus Willett received only one vote in the county of Clinton, that vote, however, having been cast in the town of Plattsburg.

IV

IN GOVERNMENT SERVICE

In the spring of 1808 Saily again took up his merchandizing business and soon became agent to supply the small body of troops sent into Clinton county to enforce the embargo. He held this position under Elbert Anderson, the government contractor, most of the time until the spring of 1813, being then appointed keeper of public stores.

President Jefferson, having known Saily as an able representative, a strong Republican and a supporter of his administration, on February 8, 1809, made him collector of customs for the District of Champlain. By letter dated December 1, 1808, Governor Tompkins had called the attention of Secretary Albert Gallatin to suspicions which had arisen as to the fidelity of the then collector, Brigadier General Melancton Lloyd Woolsey, and suggested an investigation (Tompkins, *Military Papers*, 2:165). Saily filled the office without intermission to the end of his life. From the age of fifty-five on, he made this government service his life work—and strenuous work it was.

While the embargo was in force, the opposition to it, so active in New England, extended along the New York frontier. Armed resistance and even secession were talked of, and smuggling was rampant. While the appointment as collector was highly complimentary to Saily, it was not solicited, according to Judge Palmer; and it is even suggested that it was against his wishes.

The Champlain customs district, established in 1799, extended from Rouses Point to the St Lawrence river near the west line of

the St Regis reservation in Franklin county, a long and difficult boundary to protect. There were several important settlements along the line and between them wild territory crossed by smugglers' trails and roads. At French Mills (Fort Covington) was a British subject conducting contraband trade and other merchants were heavily interested in the illicit commerce. Within a few weeks after his appointment the new collector had personally inspected the entire northern boundary of his district and had developed a plan, which was carried out, for guarding the eastern part of the boundary by inspectors and soldiers. The western part of the territory was practically cut off from communication with the south, making strict enforcement of the laws for the time practically impossible, and extensive efforts would have met with prompt armed resistance. On this part of the boundary, reliance had to be placed mainly on individual efforts of inspectors; but to the eastward organized operations soon resulted in a great improvement in law enforcement.

By the act of June 28, 1809, exportation to British possessions was prohibited "in ships or vessels only." So all traffic to Canada was not forbidden. But before navigation closed the law was evaded by the erection of line wharves half in one country and half in the other. United States vessels would tie up to these wharves on the south side and the goods be unloaded; then the packages would be placed on board British vessels moored on the other side, all under the eyes of the inspectors. During the winter of 1809-10 great quantities of timber were collected on Lake Champlain to be rafted to Quebec. In the spring of 1810 about 2,500,000 cubic feet of timber, about one-eighth white oak and the remainder Norway pine, of the value of about \$600,000 were rafted into Canada, about half a million cubic feet of Norway pine being taken from the town of Plattsburg. In the spring of 1811 importations from Canada were forbidden. Montreal was full of speculators. Sailly established a secondary line of inspectors in the southern part of his district and spurred up the collector of New York to keep a stricter watch. Many seizures were made and the smugglers, goaded to desperation, several times resorted to violence.

Early in 1812 the smugglers, having devised new routes, were passing large quantities of goods in the western part of the district, and Sailly went through the wilderness to investigate, finding a weak-kneed population unwilling to help enforce the law. The

lumbermen of that winter prepared for heavy rafting operations in defiance of law, the revenue force being inadequate to stop the traffic. In one instance a raft manned by 100 men with 40 sails set passed down the Richelieu. The rafts that year resulted in large losses, for the declaration of war came, Quebec merchants failed to pay and several bankruptcies ensued.

In 1812 United States merchants importing by way of Canada placed within the collector's reach large quantities of goods which were seized by Saily for the protection of the owners.

The pressure of events made stirring times along the border and brought them home to the ordinarily peaceful village by the lake. Collector Saily practically held his residence as a fortified castle and at night slept on his arms, close by his office at the front of the house. He had stored seized goods in the house and an attempt to take them was apparently the motive involved in an exciting incident in January 1812. A band of lawbreakers came to his house in the night and, entering, found a shot gun in the office. Stopping to bend the barrel of the fowling piece, they went on to beard the lion in his den. Noise at his bedroom door roused Saily and he sprang to meet the desperadoes with a loaded pistol in each hand. The foremost assailant snapped his own pistol but received a ball, which caused a serious wound, from one of the collector's pistols. Saily fired again, slightly wounding another of the attacking party. He then dashed back to change his empty weapons for a brace of loaded ones which were in reserve by the head of his bed and, rushing to the front door, he discharged them at the party then in full retreat. The wounded man was helped into a sleigh which was in waiting and was driven off. Blood stains on the snow later helped to trace the sleigh to a house in the village. Nor was this all the blood shed that night; for Saily's daughter, Charlotte Teresa, later the mother of Judge Palmer, flitted across the snow to neighbor Delord's, in her night clothes and with bare feet, to give the alarm. Next day her course was traceable by bloody foot prints, for she cut her feet on the sharp ice.

One of the outlaws escaped into Canada and, in writing to the secretary of the treasury, Saily made a suggestion for extradition between the United States and Canada in these words: "Canada will be as it has been at all times a retreat for the perpetrators of crimes within our country. It would be desirable and would add much to our security should the two governments reciprocally agree to restore criminals." He also took up with Governor Tompkins

the matter of securing from Canada one of the assailants, Colbraith, who had fled the country.

After the attack on the collector's house, the report went abroad that Saily had been murdered. Ambrose Spencer, one of the justices of the State Supreme Court and one of the most influential men in the State, heard this report and wrote Saily from Albany as follows: "My dear friend: I can not describe to you the agony of mind I experienced on hearing, in a way calculated to command belief, that you had been shot and was left expiring. A universal gloom overspread the countenances of all your acquaintances. Judge then the joy we felt on finding that you had shot a burglar in bravely defending your castle. Indeed, my friend, though I appreciated your worth as a citizen, a friend and a patriot, I did not before know that you were so universally esteemed, though I knew you deserved it. I trust that hereafter the daring and unprincipled violators of law will refrain from attacking a man who knows so well how to defend himself. I congratulate you and your family on this signal deliverance."

Once after this attack Saily was writing at his table in his office opposite the windows looking out on the river bank, his daughters with him in the room, when two men appeared under the poplars in front of the house and were heard to talk about shooting him as he sat writing. He continued writing while his daughters, much alarmed, urged him to leave the room. Then, as related by his grandson, he said: "My dear children, do not be alarmed. If those men intended to harm me they would not give me notice of what they meant to do." Nothing happened and the men soon went away.

For a time Saily was entrusted with the payment of annuity money to the Caughnawaga and St Regis Indians and the former, during the war, more than once failed to appear at the regular time of payment, owing to British influence. In 1815 the Caughnawagas appeared and received the money. In 1834 an allegation was made by the St Regis Indians that Saily had interfered in restoring to the Caughnawagas the payment of their moiety. James B. Spencer took the side of the St Regis chiefs who claimed a release. Azariah C. Flagg, formerly the Plattsburg editor and the friend of Saily, who was State Comptroller at the time, decided the pretended release to be entirely lacking in authenticity. The payment of their moiety was continued to the Caughnawagas until 1841, when they received the principal of their share. When this matter came up

Comptroller Flagg used the following language regarding Saily: "Peter Saily was for many years an agent for paying the annuities to the northern Indians; and those who knew the man, need no other voucher than his high character for probity and uprightness, to assure them that his interference in this matter, as the agent of the State, was guided by no other motive than a desire to answer the ends of truth and justice." (Assembly Documents, 1835, v. 5, No. 318.)

V

WAR WITH GREAT BRITAIN

It would be a mistake to build on the modest personality of Peter Saily a great character of the War of 1812. He did, however, take a leading part in the struggle in the northern part of New York, was one of the staunchest friends the Government had anywhere and showed a far-sighted perception of the war situation from first to last, which was rare in those days of obscurity and blundering. When the young radical politicians of the time fomented the war and brought into existence a real American nationalism, they had little regard for the commerce of the seaboard and the integrity of the wedge of territory projecting between the ocean and Canada. The war movement was southern in its inception and made progress slowly in the north. The early war party cared little for the fact that a large part of New England was in the lion's mouth and that the Nation was in danger of dismemberment, if only the British jaws could close on this corner of the young republic. This part of America was so full of discontent and secession sentiment that an invasion from Canada seemed almost certain to succeed. But when the war came, the Republican politicians of New York dismissed for a time their many private feuds and held the State firm. Governor Tompkins proved himself a great war Governor and there were here and there, along the line from Lake Ontario to Maine, enough strong citizens to hold the border and subdue the disloyalty which was rampant. Saily was one of the most useful and vigilant of these local figures. He took a frank way of exhibiting his loyalty. He was continually abusing the administration for neglecting the defence of the border and gave warning of all the events and movements which were continually threatening and happening. He beheld not only the neglect of the administration but the treachery of his neighbors, the roads on both sides of Lake Champlain black with cattle seeking an enemy market, naval stores and spars going from

his district to the Richelieu to destroy the government and always and in all places the blight of smuggling and law-breaking corrupting the community. He saw his home twice sacked by soldiers and his village twice in the possession of the enemy. He witnessed the preliminaries of the battle and, when driven to a neighboring town, heard the guns which turned the tide and left him secure as the representative of the Government of which he had been a most efficient defender in civil life.

These few years marked the supreme period in Saily's career and the Battle of Plattsburg was the dramatic climax of his life. In spite of the modest and incomplete way in which events are recorded in the few things we have left of him, it is worth trying to draw even a meager outline of the local war picture, to place him in his proper setting.

War was declared June 18, 1812, and proclaimed by the President the following day; the news reached Plattsburg on the 24th at midday. Saily (though official notification was not received by the government authorities until July 7th) immediately repaired to the border, ordered his officers to prevent all intercourse and with ten stand of arms borrowed from the State arsenal at Plattsburg and some boarding pikes made for the purpose, armed the two revenue cutters and the revenue boat at Rouses Point.

On July 27, 1812 (appendix IX), writing to the secretary of the treasury about seized importations of American merchants, Saily added the following in regard to the defence of the border: "The British brig of war the *Prince Edward* is repairing at St Johns. We have no force on this lake nor a battery. The gun boats are out of repair. I am informed by a friend at Washington that the invasion of Canada is not contemplated to take place very soon. We must therefore be here on the defensive. But the British have begun by taking our fort at Michilimackinac. They may continue where there is a prospect of success. I think the regular troops ought to be near the frontiers instead of being placed at Albany. Our inhabitants are alarmed and are moving off. There is not a single stand of arms in Vermont nor a single man ordered to the protection of our frontier."

To show Saily's independence of character and fearlessness, we find him the author of many protests and warnings directed to government officials and calculated to spur the authorities to a change in the policy of neglect toward the northern frontier to one of protection. A number of these instances are quoted in the

appendixes, under various dates: July 27, 1812, referring to the brig of war at St Johns and the unprotected state of the country (IX); June 11, 1813, which, coming just before the Murray raid, proved immediately prophetic (X); August 4, 1813, when the lesson of the Murray raid was hammered home (XI); December 21, 1813, when the construction of the *Confiance*, the British flagship at the Battle of Plattsburg, was foreshadowed (XII); and August 4, 1814, relating to the impending invasion (XIV).

Our southern generals seemed to despise the territory they had been sent north to defend and left behind them on the border a record for incompetency seldom equaled. Weak skirmishing in Canada confirmed the opinions of British officers that America was an easy prey. Lack of sentries made possible the descent of Murray and the sacking of Plattsburg in 1813. It was only after many appeals and warnings that Macdonough and Macomb were set to work to defend the lake. Their preparations were necessarily of the most hurried character on land and water and it seemed more than likely that the defence, after all, would fail.

The real war was a long time in coming to Plattsburg, and in his official duties Saily had to grapple with a mass of details affecting the government in many ways. From 1808 to 1815 Saily acted almost continuously as local agent of the government contractor, as agent for the commissary department of the army or as military storekeeper in providing and distributing supplies for the troops. These duties were arduous, especially after the declaration of war. Before taking hold for the government contractor Saily remarked in a letter: "I will do my best after the first of January to keep the business of Mr Anderson going, and will, first of all, discharge a lazy drone of a cooper, who, I think, does not earn his victuals."

It was not always easy to secure the supplies needed and there was a heavy drain of cattle and provisions from New York and Vermont into Canada. The season of 1812 was very wet and crops were very much injured in Clinton county and Vermont. In 1812 Saily was paying 3 cents for beef, \$1.88 and \$2 for wheat, \$9.88 and \$10 a barrel for flour. Rye and Indian corn were even scarcer than wheat. Whiskey at 56 cents a gallon, "all wastage deducted," helped to hold down the high cost of living, even in war times. In the fall of 1813 grain and beef were very scarce in Montreal. Wheat brought \$4 a bushel and fresh beef brought eight to ten dollars a hundredweight. Smuggling that winter was very actively pursued along the border. (In 1799 Saily had paid for wheat 7

shillings a bushel, for corn 4 and 6, for oats 2 and 8; for pork 42 shillings a hundredweight.)

In January 1813 Sailly recommended contracting for a thousand pairs of shoes at 10 to 12 shillings a pair, putting off the hides of the cattle killed for beef, in payment. In the same month, Freligh's mill at Plattsburg being out of commission, Sailly had to draw flour from the mill at Chazy (about 18 miles away), sending back wheat, the round trip by sleigh handling 8 barrels of flour one way and 20 bushels of wheat the other, costing about \$2.50. Rye could not be had for a dollar a bushel. People would not weigh the rye but sold it by measure and he calculated the price to make the rye flour at least 25 per cent cheaper than the wheat flour. There was little corn and little of it white. A man from Jay sold 60 bushels of rye and 60 of corn at 9 shillings 6 a bushel. Also in January 1813 Sailly instructed his millers at Chazy and Champlain to "buy all the rye and corn possible at 9 shillings, to grind all the rye possible and mix one-third with two-thirds of best wheat flour."

In the winter of 1812-13 Sailly had much to do with caring for and supplying the troops, consisting of three regiments which were in winter quarters there under Colonel Zebulon Montgomery Pike at what was called Pike's cantonment. Colonel Pike was made a brigadier general and on April 27, 1813 was killed while gallantly fighting in command of the expedition which attacked York, the then capital of Upper Canada. Collector Sailly said of General Pike that "he was on all occasions zealous in support of the laws."

On June 20, 1813 Sailly ceased to be the contractor's agent and became keeper of the public stores at Plattsburg, and in December he became principal storekeeper on the Champlain frontier. When Sailly gave up the agency for the contractor he suggested the appointment of Reuben H. Walworth, the future chancellor, then beginning the practice of law in Plattsburg, in these words: "Reuben H. Walworth is a very industrious young man, a very good accountant and very punctual. He is qualified for any kind of business."

About the second year of the war the smugglers, being hard pressed by Sailly, started a campaign of litigation bringing all sorts of proceedings against the collector. With a man named Colden, whose goods had been seized, Sailly had ten years of litigation. Colden called in Aaron Burr as counsel, who pledged himself to secure a return of the property seized and to reverse the forfeiture. But even the redoubtable Burr could not defeat the ends of govern-

ment on the border. Most of the suits were in county court and these Saily defended with such energy that he soon drove the smugglers to the wall.

John Jacob Astor was one of the American merchants interested in getting goods out of Canada. He sent large quantities of furs to Montreal from Michilimackinac when the latter place capitulated to the British and he himself hurried to meet Collector Saily, reaching Plattsburg July 2, 1812, with a letter from the secretary of the treasury, urging that every facility be afforded Astor and other merchants for introducing their merchandise into this country. Saily had already entered on the course suggested by making friendly seizures of goods placed within his reach.

Twenty-six bales of Astor's furs were immediately brought in, seized and rushed through to New York in charge of an inspector. In November Astor brought through to New York, in the same way, 27 puncheons and 19 bales of furs, estimated at \$50,000 value. In this lot were 20,380 marten pelts, 46 bear, 18,000 muskrat, 526 fisher, 6021 otter, 3389 mink, 2048 fox, 271 cat, and 6 wolf. In February 1813, another large lot of furs was taken out for Astor, and in November, 1813, another lot comprising 221 bales and 9 hogsheads.

In connection with these importations Astor paid Saily \$500 in lieu of claims which the collector might personally have against the goods, a perfectly above-board transaction, which was later raked up by a malevolent steamboat man seeking to secure Saily's removal from office. Astor wrote a letter to William H. Crawford, secretary of the treasury, at Saily's request, and that letter and a note from Astor to Saily are included in appendix XIX.

Astor on this visit of July 2d reported defection in Canada on the part of men being drafted for military service at Lachine and firing between troops sent from Montreal and the militia. This information was sent to Governor Tompkins by Saily through Major General Mooers, reaching the latter on or before July 8th, as shown in a letter from the Governor transmitting it to General P. B. Porter (Tompkins Papers, 3:21).

The war knitters were busy in 1812, as they have been in 1917-18. In December of that year Saily received from the Governor a box containing about 140 pairs of woolen stockings and 40 pairs of mittens, and a tierce and a half barrel containing 337 pairs of socks, 50 pairs of stockings, 20 pairs of mittens. The box came from the

ladies of Newburgh and the tierce and half barrel from those of Hudson. These comforts Sailly sent forward to the men guarding the advanced line along the border.

VI

RAIDS AND SMUGGLERS, 1813-14

The Murray raid. On July 31, 1813, the inhabitants of Plattsburg saw a flotilla rounding Cumberland Head. It brought Colonel Murray, a British force of 1400 or more, and any amount of consternation to the village. A company of militia was hastily assembled, and in sight of the approaching boats the captain solved his dilemma by instructing his soldiers to fight or run as occasion might require. The militia discreetly withdrew to a distance of some miles and Murray landed unmolested. He promised fairly enough when the citizens interceded with him for the protection of private property, but before he went away he virtually sacked the town, causing great destruction of private as well as of government property. In a letter written August 4, 1813 (appendix XI), Collector Sailly referred to this raid and forcibly expressed himself as to the unprotected state of the country. Murray's advance up the lake was entirely unopposed and was virtually a surprise.

An incident occurred during Murray's stay, throwing some light on the treachery so prevalent on this side of the border. Murray was walking with citizens who were importuning him for protection of property and, the day being warm, took off his hat to mop his forehead, when a paper fell out. William Gilliland, son of Sailly's old traveling companion, who had died in 1796, dropped his handkerchief over the paper and secured it. The document contained information as to the best mode of attack on Plattsburg and a plan of the military encampment at Burlington, the handwriting being that of Joseph Ackley, an inhabitant of Plattsburg, who had recently come from Canada. Ackley was arrested, admitted the writing of the letter, and was taken to Albany; but no further action was taken against him and he returned to Canada; whence he had come, with his family.

Sailly had sent some libeled goods in his possession and official records and papers to Peru Landing by boat and from there they were taken inland. He had also sent his family to Peru. His own house and many other dwellings were sacked and their contents taken away or ruined.

The Hampton raid. In September 1813, General Wade Hampton, probably spurred by the war department because of Saily's complaints, moved his army from Burlington to Cumberland Head and from there marched on his expedition for the invasion of Canada, which proved a fiasco. The officers and men fought well in the encounters that took place, but there was no plan of campaign and no result of any consequence. Hampton's force and other troops were later ordered into winter quarters at Plattsburg.

With his regular business, the war activities and the troops at Plattsburg, Collector Saily had a busy time during the winter of 1813-14.

The assiduity of the Vermonters in supplying the enemy is shown in an extract from a letter written by Saily to the secretary of the treasury, as follows: "Vast numbers of sleighs from Lake Magog to Lake Champlain are passing daily with provisions and other goods into the neighboring territory. They go in company and nothing but a military force appointed for the purpose can stop them."

Major Benjamin Forsyth, stationed at Chazy, while raiding in Canada, captured near Lacolle some British goods and several horses; and on another raid a lot of goods at Odelltown. Saily immediately claimed the property and received that taken at Odelltown, but the other things had been distributed among the soldiers as recompense for their baggage lost at Ogdensburg, February 22, 1813.

On one occasion an officer of Major Forsyth's command, on going to the British lines with a flag of truce, brought back a roll of carpet said to be a present from the commander at Odelltown to General Wilkinson. Keen on the scent for smuggling, one of Saily's inspectors seized the package and brought it to the collector. General Wilkinson disclaimed all knowledge of it and soon a letter was received by Judge Delord explaining that the carpeting was to replace that destroyed in Delord's house at the time of Murray's raid. The officer and gentleman responsible for the sending of the carpet was J. Ritter, major of the British sixth light infantry. This letter is given in appendix XIII.

During the winter Saily had a new experience with smugglers. Commodore Macdonough reported to him that one John Banker was cruising on Lake Champlain as a privateer, holding a commission from the federal government. His boat was the *Lark*, one of three boats built in New York for smuggling on the lake and used for that purpose in the summer and fall. She was about

three-fourths of a ton burden and, when rowed by four men, was said to make about 10 miles an hour. Banker had a crew of three men armed with muskets. The boat could carry several thousand dollars worth of dry goods. It would cruise at the line by connivance of British officers and tranship the goods to be smuggled. Banker landed some goods at Whitehall and forwarded them in two wagons, which were stopped at Granville by an inspector, whereupon one James Hooker, in charge of the wagons, presented a prize-master's certificate from "John Banker, Captain P. Armed Boat Lark." But Saily was on the trail of the privateer and, on December 6, 1813, wrote to the secretary of the treasury as follows: "I have had the honor to inform you by letter dated the 29th ultimo that John Banker had a commission for privateering on this lake. He has brought in a boat with a parcel of goods owned by an American citizen, which he took without doubt with the owner's consent, at or near the boundary line. He landed at three different places within this district, but did not report himself or his captured goods to the collector. By this new method smuggling seems in some measure to be legalized. Such sham privateers, without other defence than three men and three muskets on board, do not go near the boundary line without the permission of the British armed boats, which is easily obtained by the American smugglers. This singular privateer fired lately a musket ball into a ferry boat carrying passengers from one side of the lake to the other, in order to bring it to, at a distance of about 60 miles south of Canada. I have thought it my duty to inform you of this scheme, the deepest for smuggling that has ever been witnessed on this lake." The privateer's commission was revoked and that form of smuggling ceased.

VII

THE BATTLE OF PLATTSBURG

In August 1814, the British planned an invasion of the Champlain valley simultaneously by land and water. Sir George Prevost repaired to Isle Aux Noix at the outlet of Lake Champlain, where he effected a heavy concentration of troops while the British fleet was hastily outfitting on the Richelieu river. Plattsburg was recognized as the first objective of the coming attack and, on the American side of the boundary, military stores were moved southward in large quantities as far as Whitehall, while the population pushed forward preparations for a general evacuation. As late as July faithless Americans had been smuggling timber and tar across to the British

to help them complete the man-of-war *Confiance*, which was building for the attack on Plattsburg and which became the ill-fated flagship of Commodore Downie. On July 13, 1814, Sailly had again warned the secretary of the treasury of the impending invasion and had reported his plan to remove his office and records to the southern part of the district out of reach of the British.

The Battle of Plattsburg was a culminating event in several lives. It made Thomas Macdonough, gave well-earned fame to Alexander Macomb, and overwhelmed Sir George Prevost, helping to send him, covered with chagrin and disgrace, to an early grave. It was also a momentous occasion to Peter Sailly. His cause was that of the Government; his home was at stake; the precise contingency he had foreseen nearly a third of a century before had come to pass; according to the issue of the fight, he would be either personally and officially triumphant, or again a wanderer at the age of sixty.

At or near Montreal was gathered the large British force of about 15,000 men available for invasion. These troops included eleven regiments of regulars, fresh from the Peninsular campaign, trained under the Duke of Wellington. By order of the war department, an American force of about 4000 men under General Izard was withdrawn from the vicinity of Plattsburg and marched for Sackett's harbor *via* Schenectady, starting from Champlain and Chazy about August 29th. Macomb's effective force was reduced to about 1500 men before it began to be swollen by arrivals of militia from Vermont and the south. The feeling in Canada was that the northeastern corner of the United States was ready to welcome British rule, and that all that was necessary to move the boundary was a large and dignified display of armed force. The land expedition was under the command of Sir George Prevost. The brave but unfortunate George Downie, a fleet-captain, often called commodore, had been sent to take command of the fleet. The British naval preparations had caused the Americans to work like mad to prepare a flotilla to make their naval strength fairly equal to that of their enemy. Urged on by Prevost, Downie hurried preparations and started up the lake with the *Confiance* before she was fully equipped. Macdonough also had not completed the work on his vessels.

Prevost's magnificent regiments marched on Plattsburg, on two general lines of approach, one near the shore and the other a few miles inland. The advance was much like a review, in solid column,

with little regard to the American scouting parties which fell back before the British, causing such annoyance as was possible on the way. No regiments were ever better drilled than those of Wellington; and it is related that when at one point the Americans brought a field piece to bear on the British column and cut a swath directly through it, the vacant spaces were immediately filled and the column moved on without stopping, sweeping all obstacles from its path. The British progress was irresistible and, as the advance guards approached Plattsburg, flight became general. Farmers were early on the way with their families and goods packed in carts, and there was a continual stream of "couriers" bringing news of the advance. Duty as dispatch bearer to the rear was a popular assignment and it is more than probable that some of the couriers were self-appointed. At any rate they made a great stir in Plattsburg, rattling into town every few minutes, and nearly drove Mrs Davidson, who lived next to Saily, to distraction. She was waiting for Doctor Davidson to return from Peru where he had gone on horseback to look for a refuge. Saily had sent his family to Hampton in Washington county but had remained behind himself in performance of his duties as collector and military storekeeper. He wanted her, for safety, to go with him in a boat which he had ready and in which he departed at about sundown, just as the British were approaching Dead Creek bridge, about 2 miles away. She insisted on remaining and a few hours later set out with her husband, who had returned in the night. Virtually the entire population of the village left the place in the face of the enemy's advance. A Quaker settlement in Peru became a general rendezvous for the fleeing inhabitants and many lingered there until they heard the result of the naval battle on the 11th of September.

The British poured into Plattsburg from the northwest past Halsey's Corners, later bringing artillery by the lake shore road, and occupied all of the town to the north and west of the river on the 6th of September. On the south and east side of the river was the armed camp of the Americans with numerous batteries and redoubts. General Macomb was a real soldier and worked day and night to prepare the fortifications. He put details of soldiers at work on the earthworks, stating that those who built a redoubt should defend it. This made them work the more effectively. When he finally took his stand, he declared his intention to hold the works or die in their defence; he said his purpose was to hold the position or blow it up with all its military stores. All his officers

and men stood by him, though he offered the privilege of withdrawing to any who might choose to accept.

After arrival at Plattsburg, Prevost continued to harry Downie, sending couriers to him constantly, until finally Downie was driven into action with his flagship still unready, but with an agreement on Prevost's part to start the land battle on a grand scale as soon as the fleet was in position. Macdonough's preparations were also incomplete. For several days the British assaulted the American land positions and tried the bridges and fords in vain. Breaking across at one point, they were soon driven back. As showing the high state of discipline of the British regiments, it is related that a detachment of British marching to the upper bridge found the planks torn up and only stringers left, upon which, no order to halt being given, the men marched, and from which they were dropped into the water by American marksmen concealed in the woods on the farther side. For several days both sides battered each other with the cumbersome cannon of that time. A battery was placed on an elevation back of Saily's house and for days it hammered away at a stone building on the other side; this building suffered so little that it stood as a useful structure for many years afterward.

Prevost's calculations went astray in two particulars—in the presence of Macdonough and that of Macomb with their own fortunes and those of the country at stake. When Downie rounded Cumberland Head, he and his officers were disconcerted by not hearing the thunder of Prevost's guns in general assault. Downie was killed and the battle lost before Prevost's eyes and to the latter's great astonishment. Prevost had depended on water supremacy to support his advance and, if he could have divided Macomb's attention and fire with the British ships after the latter had defeated Macdonough, he certainly would have driven the Americans back and probably have captured their supplies and many of their troops. Even with the loss of his ships there was no impregnable barrier for such a powerful force as Prevost commanded on land. But on the afternoon of the battle Prevost hurriedly abandoned a well-fortified position and a town which could in a few days have been made thoroughly British. The surrounding territory would not have chafed exceedingly at being bound to the open and favorable markets of Canada. A redoubt at Cumberland Head with one on the Grand Isle shore, and a force at Plattsburg overrunning the country, would have thoroughly blocked the northern part of the lake to the Americans and have moved the boundary as far south as Plattsburg and perhaps much farther.

Prevost's decision, after the result of the battle was known, was made so quickly as to indicate that he planned in advance of the engagement what he would do in the contingency. He left with a light escort early in the afternoon. The advance guard was in motion soon afterward and by daybreak of the 12th the rearguard was on its way. The inhabitants began to return immediately. Saily came back at once, bringing his books and papers, set the custom house in operation again and helped his neighbors reestablish the civil authority.

It was after he had returned to his dismantled home, when he was walking in the woods back of his house, that he is said to have discovered the family clock, of the grandfather variety, where it had been left by marauders. As the story is told he heard the clock striking, as though to make its whereabouts known, the sounding apparatus probably having been set in operation by disturbance of the underbrush.

VIII

THE ZEALOUS AND DISCRIMINATING OFFICIAL

In a letter written by Saily to Major Bleecker, deputy quartermaster general, the date of which has not been preserved, but evidently written immediately after the battle, is information showing the disordered state of the supplies due to quantities of goods and material having been used to strengthen the redoubts while hostilities were in progress at Plattsburg (appendix XV). Shortly after, another letter on the same subject was written to Colonel Jenkins, the quartermaster general (appendix XVI). On October 20th the distressing information was communicated to General Macomb by Store-keeper Saily that the supply of whiskey would not last more than thirty-five days, and at the same time some good advice was given to the general in command as to the economical use and procurement of supplies (appendix XVII). On October 25, 1814, the customs side of the situation received attention in a suggestion as to military assistance in law enforcement and the collector took shrewd advantage of General Macomb's elevation to the rank of major general to insist on an appraisal as to destruction of fences of inhabitants. It is fair to assume that so gallant an officer promptly acceded to the wish of so witty an official (appendix XVIII).

After the battle of Plattsburg there was a great and increasing importation of cattle into Canada. They were taken from the Black river district and came across Lake Champlain from Vermont, some also going direct from Vermont and New Hampshire. The British

contractors were paying from 10 to 12 dollars a hundredweight for beef. Provisions and forage were also going across the line and the collector was powerless to stop the exportation. The smugglers were very bold and successful and the customs officers were not protected by adequate laws. Saily told the Government that he could not stop the flood of goods under the laws as they stood.

On one occasion a row boat was pursued through Lake Champlain and its cargo of about \$8000 worth of merchandise was located in a store at Whitehall and seized. The owners, aided by armed citizens of Whitehall, retook the goods, and in the affray two of the revenue men were seriously injured. Naval officers guarding the British war vessels, captured in September and lying at Whitehall, stood by and saw this outrage perpetrated without protest, on the plea that their power did not extend to the land. One of the naval officers struck the customs inspector over the head with a musket and, as reported by Collector Saily, "with all the energetic swearing of a sailor damned revenue boats and revenue men and wished the smugglers would destroy them all."

The situation was made worse by uncertainties in decisions as to powers of customs officers, and altogether the devil seemed in a fair way to get away with the exciseman. Soon after the war, however, many of the restrictions on trade with Canada were removed and conditions improved somewhat; but the duties on imports were still sufficiently high to stimulate contraband trade. Commerce was active on Lake Champlain and from ten to twenty vessels arrived at Plattsburg daily.

There is no hint of official criticism by the treasury department of any of Saily's acts except once, in 1815, when Thomas Schieffelin of New York was importing tea received in Montreal from England. Saily claimed a 60 cent a pound duty, while Schieffelin claimed as a direct importation at 48 cents, and asked Saily to request for him a remission of the 12 cents difference. The acting comptroller of the treasury complained in a letter to Saily, saying: "It is astonishing to me how much by your late letters you seem to lean in favor of the Canadian merchants." This brought a rejoinder of a very emphatic nature, a letter in which the collector said: "Sir, this is the first time I have been reproached with being under the influence of an improper bias. I lean only in favor of the public interests and the conclusion you draw from the tenor of my letters is incorrect. Notwithstanding the offensive expression you have thought fit to use in writing to me, my official conduct is the

same now as that which has obtained, heretofore, the approbation of preceding officers of your department. It would be 'astonishing' to the public on this lake and to the merchants in Montreal to hear that I am censured by the officers of the treasury department for leaning improperly any way. They are, I flatter myself, under a very different impression." The acting comptroller does not appear to have pursued the subject.

Sailly was so rigid in the enforcement of the law that even his own subordinates felt his strictness and merchants imported through other districts where officials were more pliant. Along the line in Canada were stores where British goods were on sale much cheaper than in the United States. In Vermont the customs officers were allowed to purchase in these stores necessities for their own use. This practice Sailly refused to sanction in the Champlain district.

Another instance of Sailly's strictness was regarding importations under the claim that goods were the property of neutrals residing in the United States. Sailly required strict proof, as there was a chance for evasion of duties under this claim. So merchants systematically avoided the Champlain district with this class of entries and entered such goods where greater laxity prevailed.

The winter of 1816-17 was one of great distress on account of failure of crops. The summer of 1816 was phenomenally cold in its early part and drouth followed, no appreciable rain falling until the 10th of October. At the same time money was scarcer in Clinton county than it had been for twenty-five years. In the southeastern part of lower Canada the wheat crop was good and a bushel of their wheat, larger than ours, was sold at \$2. People went in from the Champlain district and brought out wheat on which Sailly wished to exact no duty on account of the general need. In January 1817, he wrote to the treasury department: "Under the particularly distressed condition of the country, I have not noticed these importations and have taken no duty on the wheat. I have acted from motives and feelings to which, no doubt, you are no stranger. If I have done wrong, you will let me know it by return of mail, but if the state of things I have endeavored to describe justified, in some measure, that deviation from the law, I shall expect no answer." But the treasury department was inexorable and required the payment of the duties.

When nonintercourse came into effect, the supply of Canadian salt was cut off. The price was \$2.50 a hundredweight one winter, double the usual value, and it was introduced into Vermont where

the customs were enforced with greater laxity and thence into Clinton and Essex counties. Saily wrote the treasury department: "Salt is not to be got fairly here, but from the seaport, at an immense expense. Perhaps it would not be amiss to be not too scrutinizing when it reaches us from the state of Vermont. It is a delicate question. It would be improper to ask your opinion upon it—but salt is an indispensable article and the nonintercourse may last long." No notice being taken of this, the collector failed to scrutinize too closely.

On one occasion, a new inspector reported with some pride the seizure of an unimportant article which a farmer had unintentionally failed to declare. The benevolent collector replied, as is related: "You did very right. If I had seen the little parcel I would have done as you did, but my eyes are growing old and I fear I could not have seen so small a thing."

When Saily first entered on the duties of his office, Canadians used to bring their grists to the New York millers and to take back their flour without the payment of duty. Writing for instructions and receiving none, he let the practice continue until increasing business induced him to exact duty on the tolls taken by the millers. Some of the millers became dissatisfied and complained to the department stating that duty was paid on all the grain and on the tolls besides. The treasury department ordered that the Canadian farmers be required to pay duty on all the grain brought over. The millers had misrepresented the collector's conduct in the matter, but he argued the department into withdrawing the instructions.

The line store was a thorn in the flesh of Collector Saily. Sometimes the line passed through the store and sometimes there were two stores, one on each side of the boundary, operating together; sometimes also the store was situated in Canada close to the line. Saily had an extended series of battles with these contraband dealers and in the long run usually came off victorious.

The steamboats on Lake Champlain were another vexation to Collector Saily. The first boat on the lake began running in 1809. During the war, the idea had evidently occurred to Collector Saily and Commodore Macdonough of mounting cannon on a steamer and then going around the lake killing off the British wind-jammers. But the steamboat of that day was left for peaceful commercial duties and apparently for the promotion of smuggling as well; although Governor Tompkins, probably at the instance of Saily and Macdonough, in March 1814, urged the arming of a steamboat

then building at Vergennes (Military Papers of Tompkins, 3: 457). In 1812-13 steam transportation had been used for the moving of troops and military supplies. If this vessel at Vergennes had been armed, the invasion of Prevost might never have taken place and she would have antedated by several months the first steam frigate, the *Demologos*, designed by Fulton, which was launched at New York in October 1814.

The steamboats running to and from St Johns had every facility for contraband trade and evidently improved every opportunity. Sailly was strict, and early incurred the enmity of their managers, whose energies were consequently often directed to attempts to secure his removal from office. Once Sailly's inspectors were driven from the boat, but a personal visit from the Collector himself as well as a threat to stop the boat at Cumberland Head on every trip and make a personal inspection himself prevented further open opposition. The steamboat people procured the passage of a law permitting them to clear and enter their boats either in the Champlain or the Vermont district; after that entries and clearances were made in Vermont, where the regulations and the administration of the law were too lax to protect the Government. In 1819, the treasury department awoke to a realization of how the Government was being defrauded on the boats and, by concert between the two collectors, regulations were framed to prevent the system of smuggling which was being carried on. It was in 1819 that the steamboat manager charged Sailly with misconduct in connection with Astor's furs, before referred to, which charge was immediately dissipated by Astor himself.

In 1820 a law was passed fixing the term of office of collectors at four years and making all their terms expire, beginning with the end of the current year. Sailly was reappointed in 1821 and again in 1825.

In 1824 business in the northern customs districts fell off greatly. Sailly attributed the decrease in his district to higher duties under the new tariff and to the opening of the Champlain canal.

IX

CHARACTER AND CHARACTERISTICS

Sailly was deemed to be rather stern in mien and manner, as may be gathered from an instance that has been handed down. A little girl, who was later married to a grandson of Sailly, used to pass his house on her way to school, but in fear and trembling at

what she considered his fierce visage; while he made the matter worse, when he happened to be out in advance of her, by speaking to her in a manner intended to be friendly. He was really of a very kind and benevolent disposition.

Sailly was a firm opponent of the extension of slavery and in 1820 he said, in a letter to Congressman Ezra C. Gross: "I thank you for the pamphlet you have had the politeness to send me. Your speech on the Missouri question does honor to your head and heart and although slavery is to be admitted into that new state contrary to and in contempt of every republican principle, yet we have the satisfaction to know that yourself and almost every representative of this State have done their duty in opposing that wicked measure." In 1790, out of 21,324 slaves in New York State, it is said that 17 resided in Clinton county; in 1800 the number in the county had increased to 58 and then gradually decreased, until in 1810 there were 29. In 1808 Sailly manumitted a female slave, called Dean, and her three children, Francis, Abel and Caty.

Although reared a Roman Catholic he failed to set great store by ecclesiastical forms and he was by no means a churchman. However, he never attached himself seriously to any other church. He contributed liberally to the building of the Presbyterian church in Plattsburg and owned a pew in it.

He was a strict Sabbatarian and reproved desecration of the day. The following story is related: One fine Sunday morning the salmon were observed at the mouth of the Saranac and John Louis Fouquet, a friend and countryman of Sailly, called his boatman and embarked, rowing toward the lower island in the mouth of the river and paying out his seine. Sailly, who had noticed the coordination in the movements of the salmon and his friend's boat, walked rapidly down the bank and stopping opposite called out, "Louis, Louis, je suis étonné! Ne savez vous pas que c'est dimanche?" Fouquet gathered in his net and returned to land without the salmon.

Another incident, handed down by word of mouth for nearly a century, shows his family pride in his little grandson, Peter Sailly Palmer. They had egg rollings at the Sailly home, at Easter, apparently rolling the eggs down a board into sand or sawdust. Grandfather Sailly put a coin in the soft material and little Peter, finding it, faithfully brought it to his grandsire, who could not forbear patting the lad and calling attention to his early probity.

Sailly remained in harness to the very end and his last illness was very short, scarcely more than a few hours intervening between

the regular discharge of his official duties and his death. His funeral was that of an honored public character and the time of its occurrence was observed by the merchants of the place. In the village paper was printed a notice that the hour of the funeral would be observed publicly and in a yellowed copy of this paper which survives is a written notation that this was done, apparently made at the time. He died March 16, 1826 and his remains were interred in Riverside Cemetery, Plattsburg, his grave being marked by a simple stone, the inscription on which is given at the end of the appendix (XXI).

An able characterization based on direct personal contact with Saily survives to us in the form of a letter from Reuben H. Walworth, the chancellor, who was his intimate, personal, business and political friend, and who, in 1866, wrote a letter to Judge Palmer, which is found in appendix XX. Chancellor Walworth describes him as intelligent, well educated and strong minded, of unquestionable courage, of stern, unbending integrity, a polished gentleman, a good neighbor, a faithful friend and one almost idolized by his family and relatives.

APPENDIXES I-XXI

Depuis le Roy

est devenus et me l'ont donné

deux autres

deux

deux

deux autres

deux autres

deux

deux

I

A passport of Peter Saily

De par Le Roy

A tous Gouverneurs et nos Lieutenans
Généraux en nos Provinces et Armées, Gouverneurs
particuliers et Commandans de nos Villes, Places
et Troupes, et à tous autres nos Officiers, Justiciers et
Sujets qu'il appartiendra. Salut. Nous voulons et
vous mandons très expressément que vous ayiez à laisser
librement passer le S. Pierre de Saily allant de Paris
dans l'Amérique septentrionale
sans lui donner ou souffrir qu' il lui soit donné aucun
empêchement ; le présent passeport valable pour trois mois
seulement. Car tel est notre plaisir.

Donné à Versailles le 27. Novembre 1784.

LOUIS

Par Le Roy

De Vergennes.

Gratis

II

Diary of Peter Saily on a Journey in America in the Year 1784

1784, May 11.—I arrived at Philadelphia.

May 14.—Left Philadelphia to examine the iron works near Newark; accompanied by the proprietor.

May 17.—I left Newark to visit Mr Faesch, the proprietor of the iron works at his house. Left there on the 18th for New York, where I arrived the same day.

May 19.—I embarked on the Hudson river for Albany, by the way of Poughkeepsie, with the intention of exploring the interior of the country.

May 20.—We arrived within view of West Point; a large fort, where the Americans had their principal forces during the late war. The tide and the wind being adverse, we were obliged to anchor. I profited by the delay to examine this locality, celebrated both from its position, which renders it almost impregnable and from the treason of General Arnold. To reach the first fort on the south, I ascended, with great labor, a mountain and some very large rocks. I found the mountain covered with walnut trees, and fragrant with roses, aromatic herbs and wild vines in blossom. I had scarcely reached the summit, and was within fifty paces of the fort, when the captain made the signal to leave, which obliged me to descend the mountain in haste and not without danger. In ascending, as we passed around the forts and redoubts I counted ten *terre-pleins* upon the heights, where the sides are nearly impracticable. The Hudson river, a magnificent stream, runs through a deep channel between two chains of high mountains. The mountains are not cultivated and can not be.

May 20.—I landed at Poughkeepsie, where I expected to find Mr Dezong, a gentleman I had seen in New York, and who intended to be my traveling companion.

May 21.—This day at Poughkeepsie, a small and pleasant village, but the environs of which are not very pleasing, with the exception of the country seat of Mr Livingston, which is upon the borders of the river, in a most charming location. I forgot to notice, that I passed in sight of two villages between West Point and Poughkeepsie, called New Windsor and Newburgh; but they did not equal the smallest villages in France.

May 22.—I left Poughkeepsie for Albany in company with Mr Dezong on horseback.¹ The country between these two places is fine and well cultivated. We passed three small villages. The roads were very good.

May 23.—Arrived at Albany which is 84 miles from Poughkeepsie and 168 miles, or 56 French leagues from New York. Here the valley enlarges and presents a charming appearance. Albany, situate upon the North or Hudson river, is a flourishing village, very advantageously located, particularly for the fur trade with the Indians.

May 24.—This day at Albany, where I had several letters of introduction to deliver.

May 25.—Left Albany for Schenectady, by the way of the falls of the Mohawk. These falls are sixty feet high, and present a most magnificent appearance. Schenectady is eighteen miles from Albany. It is a pleasant village with fine houses upon the banks of the Mohawk river. It numbers about 450 inhabitants. The country is beautiful along the Mohawk from a point six miles above the falls to Schenectady.

May 26.—Left Schenectady for Johnstown, about twenty-four miles distant, and five miles from the Mohawk river. The country between these two villages is indifferently good. The borders of the Mohawk are contracted by the surrounding hills. Johnstown contains sixteen dwellings, a church, court house and jail. The house of General Johnson is one-fourth of a mile from the village. All his property has been confiscated by the state; against which he took part in the late war. The commissioners were at Johnstown to take legal proceedings concerning his property, consisting in this section, of about fifty thousand acres of land and forests. The soil is good about this place. Johnstown is situated upon a small stream which turns several mills, and upon which forges could be built. There are but few fish in the river and game is not abundant.

May 27, Sunday.—We took a walk seven or eight miles in the woods, north of the village. We saw fine oaks and pines from three and one-half to four feet in diameter and sugar maples two and one-half feet.

May 28.—I went about twelve miles from Johnstown, to the house of Madam, the widow Paris, whose husband was killed by

¹ In the time-worn and yellowed original journal of William Gilliland, one of the most romantic and spirited of all the early pioneers in America, is an entry under the year 1784, as follows: "Monsr. Sailly from France, Frederick Augusts. de Zeng, at Poughkeepsie."

the English at the commencement of the late war.¹ He was their terror. This brave man was Colonel of Militia, originally from l'Orient, France, I believe. He has a brother in Philadelphia with whom I am acquainted; and had also many friends in Nantes. His widow has a mill in good condition, but it lacks water. She manufactures potash. Near her residence we passed through a section of country called "Stone Arabia." It is one of the finest sections I have seen in America. The cultivated land is about eight miles in length by two miles in width and lies upon an elevated plain along the immense forests which border upon the Mohawk. The soil is fertile and the inhabitants will be prosperous if they do not again undergo the evils of war, from which they have suffered by the loss of their houses and cattle, stolen and burned by the Indians. They have since then built a small fort into which they can retreat in case of any new incursion, if peace does not render the tardy precaution unnecessary.

May 29.—Colonel Melcher, Captain Dejong and myself left Johnstown with the intention of visiting Fort Stanwix and the Indians of Lake Oneida. We purpose to sleep at German Flats, a section celebrated in North America for its beauty and the richness of its soil. The valley here expands and forms a beautiful plain, which the Mohawk river divides in the center. A fine stream called Canada creek, traverses a portion of the German Flats and joins its waters with the Mohawk. The inhabitants have suffered more from the late war than in other sections, as their neighbors, the Indians, have treated them with greater severity, having burned their houses, stolen their cattle and brought other misfortunes upon them. It would seem that Nature itself were in league with the enemy to desolate the country, for the land, naturally fertile, has been unproductive the present year. The most beautiful country in the world now presents only the poor cabins of an impoverished population who are nearly without food and upon the verge of starvation. The German Flats are about forty miles from Johnstown.

May 31.—We continued our route toward Fort Stanwix. Our progress being retarded by several events of little interest, we were obliged to sleep in a small Indian village, composed of four or five

¹ Note made by Peter Saily Palmer: Probably Col. Isaac Paris who was a firm and zealous patriot. As chairman of the Tryon county committee of safety he had rendered himself obnoxious to the Tories residing in the Mohawk valley. He was murdered by some of St Leger's Indians about the time of the battle of Oriskany, in 1777.

cabins, and containing between twenty-five and thirty inhabitants. These Indians dwell upon the borders of the Orisque, a branch of the Mohawk. We were received with a cordiality we have not found in any other part of America, and which is not always found in France. They gave us salmon, which they catch in Oneida lake, twenty-four miles higher up, where the main body of the tribe resides. This little tribe, which forms the main part of the Onontagues, one of the Six Nations of Iroquois, numbers about two hundred families. They were the friends of the United States in the late war. The savages gave up to us their beds, which are made of a blanket spread upon a bedstead eighteen inches high. The couch is of the bark of trees. These Indians show nothing of the savage except in dress. Many of them conversed in English with my companions, with as much spirit and ease as we could ourselves assume. I found them much more polite than the peasants of France, who are the most civilized and polished of that class in Europe. We saw several fine and very tall men; one young man of twenty-two years, who was tall and well proportioned, with a most martial figure and address. Few men in Europe are by nature as noble in appearance (*aussi distingués de la nature*). The females are inferior; rendered so by labor, harsh treatment and their unbecoming dress.

Upon the borders of the Orisque General Herkimer gained a battle over the English and their Indian allies, commanded by M. de St Leger, a man of French parentage but born in Ireland. This engagement took place in the woods, while General Herkimer was on his way to relieve Fort Schuyler, then besieged by the English. About four miles before reaching the Indian village we saw Fort Schuyler, which is no more than a rampart of earth, now overgrown with thorns and bushes.

July 1.—Prepared to continue our journey, but the horse of Mr Dejong becoming lame we returned to sleep at German Flats. Col. Melcher continued on. The whole country on both sides of the Mohawk is very fine. The lands are excellent. About five miles above German Flats are immense forests of primitive growth. The ground is covered with old and decayed trees which render the roads difficult. The mosquitoes are extremely troublesome. This section must sometimes become the most beautiful and richest in America. It contains a fertile soil, rich meadows and a great number of lakes and rivers filled with fish.

July 3.—We started to visit Lake Schuyler and several other small lakes in its vicinity. We passed through a forest twenty-four

miles in length from German Flats over a road blocked up, at every step, by fallen trees. At the lake we found the land to be of very inferior quality, if we except the bottom lands, but these latter are exposed to annual inundations during the rainy season. Lake Schuyler is six miles long, in some places two miles wide and in others less than one mile. We passed over it in a canoe, as far as its outlet, which forms part of the Susquehanna river, sixteen miles below. We caught many fine fish in the lake with lines, with which we were provided. On our arrival we let loose our horses on the banks of the lake, but the next day, Sunday, mine could not be found. I think it was stolen by some hunters who were near the lake. The lake is full of fish and two streams of considerable size enter into it, but the land is so level near the lake that it is not possible to construct mills. A small piece of elevated land which we saw at the head of the lake, where there is an old house inhabited and several acres fit for cultivation, presents a favorable place for building a mill. There is not much current, yet, by making a dam to retain the waters about two hundred and fifty paces higher up, a mill could be turned twelve hours during the twenty-four and the dam would cause no further expense.

This is the most favorable section in the world for fishing and the chase. We found in the lake large quantities of pike and perch, and at certain season salmon are caught. Deer, bears and beaver abound in the forest bordering on the lake, and in the surrounding country are to be found partridges, hares and pigeons in great numbers.

On Monday the fifth we started on our return to German Flats, without obtaining any information about my horse. We visited an ancient Indian village while descending the Mohawk. This is a fine section and the lands are of better quality. Mills and forges can be built upon a large stream which traverses the country and empties into the Mohawk. We continued our route for Johnstown, where were the commissioners of the State, who propose to make a road to an iron ore mine upon a mountain near the borders of the Mohawk. Certain points upon this river present advantageous sites for forges. There is but little commerce upon the Mohawk. The inhabitants are poor since the war. It is nevertheless a desirable location as this part of America will soon be thickly peopled. The rich lands will attract settlers. A merchant here can only sell in exchange for grain and peltries. With both of these he can do well in New York. Wheat can not be sold as it is received. It

must be made into flour. New York then receives it for her own consumption and for shipment to the Islands [West Indies]. It is of great importance to a merchant on the Mohawk that he own a mill, some land, a house and a little stock. With these he can carry on a very good business.

July 7.—I returned to Fort Henry, twenty-four miles from Johnstown, upon the Mohawk, to purchase some excellent lands, but I could not agree with the proprietors as to the terms.

July 10.—Arrived at Albany.

July 11, Sunday.—I saw Mr Gilliland who owns lands upon Lake Champlain. As the price and terms of payment were satisfactory, and the lands were represented to be very good, I determined to look at them. Mr Gilliland could not leave until Thursday the 15th, and the same night we slept at Saratoga; a locality celebrated in America from the surrender of General Burgoyne with an army of seven thousand men to the American General Gates. We saw the encampments of the two generals and the ground where two battles were fought between them. Saratoga is twenty-four miles from Albany and comprises a great extent of territory, but little cultivated. General Schuyler has a large farm upon the borders of the North river. A small and rapid stream empties near his house upon which he has built several mills. There are a number of mills along the borders of the North river. The land in this section is of poor quality.

July 16.—This evening we arrived at Fort Edward where we slept. It is fifty miles from Albany. I visited the fort built upon the borders of the Hudson river. The ruins of the rampart and ditch only remain. The rampart is built of wood and is quite high. The inclosure of the fort is not extensive. I saw beyond the fort a graveyard where were buried the officers and soldiers who died of wounds received in the attack upon Ticonderoga, on Lake Champlain, in 1758, then occupied by the French and forming a part of Canada. At the present day it is within the limits of the State of New York, with the whole of Lake Champlain; the boundaries of the two provinces having been changed at the time the English took possession of Canada. Fort Edward is situated in a fine plain, but the land is poor, as is that which we passed as far north as Fort George, where we arrived on the 17th at noon, distant fourteen miles from Fort Edward. Fort George is built upon the borders of Lake St Sacrament, called by the English Lake George. There we sent back our wagon, and prepared to

embark as soon as the wind was favorable. We visited Fort George, which is yet in good repair. It is built of stone and is of difficult approach. The English captured it from the Americans during the late war. The garrison capitulated and should have been conducted to Fort Edward, but in violation of their promises, and to the eternal disgrace of the English, they posted their troops upon the passage the poor Americans were to take and massacred them all.¹ There is on the borders of Lake George an old fort of earth, built by the English and called William Henry. It was taken by the French under General Montcalm.

July 18, Sunday.—I went to the lake and caught two fish, called by the English "black fish," which were of fine size and very good. In the afternoon I visited Fort William Henry, but could only see the remains of the old ramparts of earth. They were covered with wild cherry trees. The cherries, now ripe, are small and red and more tart than the wild cherries of France. There were here a great number of small birds of different kinds. I discovered for the first time that some of them resembled in every particular the little thrush of France. A little above the fort is a level place where we yet see the remains of an entrenched camp. There is in the center a graveyard where are buried about one thousand officers and soldiers, victims of a large battle which was fought there. The graves are covered with strawberries and wild roses, which are here very abundant, notwithstanding the poor quality of the soil.

July 19, Monday.—We left in a canoe at three o'clock. Our progress was delayed by a head wind. We slept in a cabin upon the borders of the lake, about twenty-five miles from Fort George and seven from the lower end of the lake, which is thirty-one and three-fourths miles long. On each side of the lake are high mountains covered with rocks on which were some pines, some cedars and thickets of thorns. The soil is sterile. The water of the lake is very clear, and the lake is well filled with fish. We ate of them during our whole voyage.

July 20.—We landed and took a wagon which brought us to Ticonderoga on Lake Champlain which we visited. It is one of the most famous places in America. It is situated upon an elevated plain with double ramparts of very high and strong walls of stone.

¹ Note interpolated by Peter Saily Palmer: Mr Saily has confounded the massacre of the English garrison of Fort William Henry by the Indians under Montcalm in 1757, with the abandonment of Fort George, twenty years afterwards. The latter was a bloodless affair, as the American troops evacuated the fort before the English had reached the upper end of the lake.

It was built by the French, who called it Fort Carillon. We saw the retrenchments of the French and English armies in the vicinity. This frontier place was always the theater of war. The English were beaten in an attack upon the French camp of General Montcalm. Fort Independence is directly opposite. The Americans in the late war built a bridge across the lake which separates Mount Independence from Ticonderoga. We saw its remains. We also saw the ruins of several batteries, which the French erected to guard the entrance of the lake. During the wars there were flotillas on Lake Champlain composed of vessels, some of which carried twenty-four guns.

The same day at night we embarked on board a vessel for Crown Point, a fort built by the French fifteen miles below and which they called Fort Frederic. Head winds obliged us to cast anchor and we passed the night on board. The next day (the 21st) the wind continuing unfavorable we returned to Ticonderoga, which gave me an opportunity to examine the environs and the batteries which were built upon the borders of the lake. There are a great many redoubts in the neighborhood. The French were not parsimonious in fortifying this section. The nature of the ground was also favorable. We can yet see the ruins of the houses of the French inhabitants. These ruins are now better than the poor cabins, which the Americans, poorer still, have built here.

July 22.—I arose at two o'clock in the morning and finding the wind favorable, I called the captain of the sloop and we set sail at three o'clock. We arrived at Crown Point at eight in the morning. This fort, built by the English, is fifteen miles from Ticonderoga. It is very strong from its position and is larger than Fort Ticonderoga, but is not in repair. The ramparts are of earth and wood. I inspected all the vicinity about the fort. Crown Point is situated upon a point of land at the commencement of the lake and near to Fort St Frederic, which has fallen into ruins. The rocks are of the color of slate and well adapted to make into lime.

We left Crown Point about noon of the same day and visited an iron ore bed of very rich quality, which Mr Gilliland has upon Lake Champlain about five miles north of Crown Point. I took with me several pieces of the ore. There is a small stream of water near the bed where they can build a furnace. The fall of water is very great. The wind being contrary we were obliged to return and we slept within two miles of Crown Point, on the east side of the lake.

The next day, the 23d, the wind continuing to blow we returned to Crown Point where I revisited the fort and the environs. The English built three large ranges of barracks within their fort, which can conveniently lodge two thousand men.

July 24.—The wind being favorable we embarked and continued our journey, visiting the lands of Mr Gilliland on our route. The districts of Willsborough, Janesborough and Cumberland Head contain fertile wheat lands of easy culture.¹

In general I have never in my life seen anything which approaches in beauty the borders of Lake Champlain, although they are uninhabited. On the east side of the lake there is a very fine plain, ten leagues in width. The lake is as many miles wide at some places and sometimes a great deal less. We can see for fifteen leagues along the length of the lake. If this section is ever inhabited, it will be the finest in the world. The best lands are sold from fifteen to eighteen francs per acre. I would not hesitate to purchase if I was not afraid that in the first war with the English the inhabitants of Lake Champlain would be their first victims. They have forts upon the borders of the lake at Point Au Fer and again at Isle Aux Noix. The Americans, on the contrary, have not a redoubt in serviceable condition, nor a soldier to protect the inhabitants on their frontier. Indeed, the savages or English could burn or ravage forty or fifty leagues of country before even a poor army could be collected to oppose them. We arrived at Isle Aux Noix on the morning of the 25th, much fatigued, after passing a stormy and wet night.

Isle Aux Noix is five leagues from St Johns, the extremity of the lake. There are four forts on the island, although it does not contain more than three hundred and sixty acres. Three of the forts are not garrisoned. The land here is fertile and the lake well filled with fish. The fever attacked me the day of my arrival. I allowed Mr Gilliland to return and, finding a good opportunity to visit Montreal, I decided to go there. From the night of the 25th to the night of the 27th the fever did not leave me, although it was

¹ Note interpolated under this date by Peter Saily Palmer: Willsborough lay on both sides of the Boquet river and Janesborough at the mouth of the Salmon river. Mr Gilliland's claim to Cumberland Head was based upon the purchase of the claim of Lieutenant Abram Lowe to 2000 acres of land. At the time of Mr Saily's visit Mr Gilliland was urging this claim before the commissioners of the state land office; it was rejected. The claim of Mr Gilliland to other large tracts of land on Lake Champlain and to the ore bed near Crown Point was not recognized by the State.

not very violent. I attribute this fever to the great fatigue I have undergone for the last six weeks. A head wind delayed our departure for Montreal which is thirteen leagues from Isle Aux Noix.

July 27.—We left Isle Aux Noix for St Johns at six o'clock in the evening in a small canoe. We landed at St Johns at half past eleven o'clock at night. I was so much annoyed by the fever I would have laid down had the size of the vessel permitted. The slightest movement would cause the miserable overloaded pirogue to roll from side to side. At length, on landing I had the misfortune to fall into the water, shoulders deep. This aggravated the fever, which tormented me cruelly all of the night. St Johns is a fort at the entrance of Lake Champlain, occupied by the English. Here navigation terminates as the river is rapid for five or six leagues below. The river empties into the St Lawrence thirteen leagues below Montreal. Here the mail, baggage &c are carried into the government storehouse where they are examined to prevent the importation of foreign merchandise into Canada. St Johns is a place of considerable size. The land is of middling quality.

July 28.—We took a small carriage with two places, here called a calash, and went to La Prairie, upon the banks of the River St Lawrence, opposite Montreal, and seven leagues from St Johns. The country between these places is very flat and is well inhabited. The wheat, which is sown throughout Canada in the spring, is very fine but yet green. The whole country is cultivated. We saw no woods. The approach to Montreal is very fine, affording a view of the beautiful valley through which the St Lawrence runs. Several mountains are seen in the distance, upon whose summits, covered with beautiful groves, the eyes of the weary traveler can repose with delight. At length, a short distance from La Prairie de la Madeleine we saw Montreal, stretching along the bank of the river, at the foot of a mountain. Here again a most beautiful picture is produced by the borders of the River St Lawrence, covered with houses as far as the eye can reach. The villages, the fine churches, the cultivated fields, the surrounding country, the most level I have ever seen, the city itself with its steeples and towers scattered here and there, and the pastures covered with cattle, present a most charming *coup d'oeil*. The view is magnificent.

At La Prairie de la Madeleine we embarked in a bateau for Montreal. The river here is at least one league and a half in

width. We passed over the rapids. At this point the river ceases to be navigable for the largest vessels, until we reach fifteen or twenty leagues higher up, when it again assumes its magnificent size. We arrived at Montreal in the evening of the 28th, where we remained the 29th, and on the 30th left for Sorel, with the intention of visiting the lands of Mr Ross, upon the River Ya Maska. We arrived at Sorel on the 30th, at ten o'clock at night. It is fifteen leagues from Montreal. It is a depot for artillery. The soldiers have barracks here. Sorel is only a village. It has a church. All the inhabitants here were originally French, as they were in all the Canadas. The village is situate on the bank of the St Lawrence, at the outlet of a considerable stream here called the Sorel, higher up the Chambly river, still higher up the St Johns, and at length the Outlet of Lake Champlain, which flows into the River St Lawrence.

The country between Montreal and Sorel is very good, very level and more thickly inhabited than any other part of Canada that I have seen. After crossing the St Lawrence at Montreal, we passed the seignory of Longueuil, where there is a priest and a church. Two leagues below is Boucherville, a small village pleasantly situated upon the borders of the river. Two leagues below is Varennes, a considerable village, where they have just built a very pretty church, more adorned than those in the small villages of France. The altar attracts attention from the delicacy of the work and the variety of its decorations. Farther on is Verchere, another large seignory thickly settled. After these succeed Contrecoeur and St Ours. All of these large seignories are upon the east bank of the St Lawrence river, as far down as Sorel. These are only the largest villages. Besides these are the houses of the farmers all along the river, three arpents distant from each other. This is because the seignors in Canada grant their lands in lots three arpents in front by thirty arpents in depth, which makes a farm sufficiently large and causes all their lands to be peopled. It appears as if there was a continuous village along the margin of the river. The opposite bank of the river presents the same appearance, and it is the same as far as Quebec.

August 2, Sunday.—This day at Sorel.

August 3.—We left the next day in a wagon for the river Ya Maska, four leagues distant from the Sorel river. We arrived at Maska in good time, notwithstanding the bad roads. There we took a canoe, in which we ascended the river to the seignory of

Mr Ross, which is yet uninhabited. It is two leagues from the church at Maska. The borders of this river present throughout a charming appearance; a fine level country, fertile and thickly peopled and a beautiful river. We reached the seignory of Mr Ross, which is three leagues in width on the river and three leagues in depth. The trees are very fine and of good quality; a great many maples (a sugar tree), some oak and pine and some elm. The land is excellent. The only inconvenience is the great number of mosquitoes.

August 4, Tuesday.—We slept at Maska after having examined a great part of the seignory extending along the little river Chibonet, upon which a mill has been built, now in ruins. On Wednesday I returned to Sorel, and the same day left in a canoe and ascended the river as far as Chambly, fourteen leagues distant. This river, which empties from Lake Champlain, is a little larger than the Ya Maska. It waters a fine country, level, fertile and thickly settled as far as the borders of the River St Lawrence. The two banks of this river present two lines of houses. We have passed fourteen leagues up and have found, since we left Sorel, the seignories of St Ours, St Denis, St Antoine, St Charles, Bel-Oeil and Chambly. In each there is a church and a priest. The churches are about two and a half leagues distant from each other.

We arrived at Chambly on Thursday. There is a large fort here and a garrison. Here commence the rapids which obstruct the navigation as far as St Johns. Some mills have been built upon the rapids. The same day we left Chambly for St Johns in a calash. We saw several small dams which the Indians had made in the rapids, where the water was shallow, to catch eels, which are to be had at this season. They barricade the river and leave at certain places small holes where they place willow nets. The eels descending the rapid current are forced into the nets, from whence they can not escape. These fish bring a good deal to the Indians, who sell them.

August 7, Friday.—We arrived at St Johns, which I had no opportunity to examine the first time I was here. The forts are extensive. The English have at this place, which is the entrance into the lake, several vessels of war of 18, 20 and 24 guns. The same day we slept at Isle Aux Noix.

August 8th and 9th we remained here and left on the 10th. We slept in the woods in a miserable house that had been abandoned. It was about seven leagues from Isle Aux Noix.

August 11.— We continued our route notwithstanding the wind and slept on an uninhabited island.

August 12.— We continued our route notwithstanding the wind which was against us, and this day made about twenty-five miles. We stopped at the River Boquet, which we ascended about two miles, in a canoe, to the place where Mr Gilliland had a mill. We caught four salmon. The next day we dined at Crown Point and slept at Ticonderoga.

August 14.— Left Ticonderoga and reached Lake George before noon.

August 16.— Arrived at Albany, where I found my horse, but in a very bad condition.

August 17.— This day at Albany.

August 18.— Left Albany for New York by water.

August 20.— Arrived at Poughkeepsie.

August 21.— I saw upon the borders of the North river, about two miles from Newburgh, a mine of coal which they have commenced to work. I took several specimens.¹

August 22.— We passed West Point. The wind having been contrary from the commencement, we are borne slowly along by the stream.²

¹ Referring to slate rock formation in Orange county, the third annual Geological Report of New York, page 113 (Doctor Horton) says: In very many places in the county this rock is loaded with carbon, so much so as to deceive the inexperienced eye into the belief that it is coal . . . Mining for coal in a small way has been undertaken in several places.

² Here the journal terminates abruptly.

III

Letter from Mr "St John" to Zephaniah Platt at Plattsburg, introducing Peter Saily.

New York June 14, 1785.

DEAR SIR:

This letter will be delivered to you by Mr Saily a French Gent'm to whom I can freely give that name he is Going to settle in & deserves all your Esteem & Friendship & he wants to Purchase Land. he has brought over with him his wife & a good one she is & some children. do Pray let me beg of Judge Platt to show this Good Man every kindness & Good counsel he may stand in need of; you will thereby gain one Good Neighbor and do an action worthy of a good American.

IV

Letter from Madame Sailly, Written at Albany, to her Mother-in-law in France.¹

I December 1785. My dear Maman: I have just received your letter which has given me great pleasure. My husband can not write you as he is absent for the whole winter. My dear Maman, all our misfortune can not change the love I feel for all those that belong to my husband and my hope is to secure our reunion. It does not require riches to live in this country, and we have all that is necessary for existence. An immense sea separates us, but it does not prevent our thinking of you and always with tenderness both for my dear mother-in-law and all that belongs to her. I assure you we talk often of you with our poor Marianne. All our children send their respects, especially our little Julia, who you know is so sensible. We can not talk before her of Grandmaman or of Aunt Sybille or of my sister without she bursts into tears. If you could see how she loves her father! She often says to him, "Papa, if we only had Grandma with us she would have coffee whenever she wished it." Here sugar does not cost a high price (that is brown sugar). Besides we use a great deal of tea, which is the beverage of the country. The price of coffee is also very reasonable and of that we use a great deal. In conclusion I repeat, my dear Maman, if you can afford your passage and that of dear Sybille, you may be assured to pass your life in tranquility. You will have to see the Indians, but they are civilized and all are Catholics. Adieu, my dear Maman.

P. S.—Marianne wishes to present her respects. She is uneasy at not having received news of her mother.

¹The writer of this letter was the first Madame Sailly. The Marianne referred to in it was the writer's companion, Marianne Adelaide Grellier, who afterward became the second Madame Sailly. The letter is in French, unsigned.

V

Extract from a Letter Written by Peter Saily to Judge William Bailey, Dated May 26, 1806, Respecting the First Post Road between Plattsburg and Ogdensburg

A Post road has been established by law beginning at Harrisburgh, through Williamstown, Ogdensburgh, Lisbon, Stockholm and Chateaugay to Plattsburgh. As the contract to carry the mail will be closed in the course of this summer (if proposals are made) I thought it as well to give you time enough to consult with the inhabitants about the proper places for Post Offices and persons to be appointed Deputy Postmasters. It will be best however to send without much delay the names of those persons and places to the Postmaster General: these to be recommended by a number of reputable inhabitants. If you think a letter from me may be of any service I will cheerfully join it to the nomination, with this proviso, that among the subscribers of the said nominations, there will be from every town where a Post Office is to be established, some respectable republicans; in order that it may not be a party business, but that the petition or letter to the Postmaster General may express the wishes of the community generally. For the accomplishment of that object (if my name is to be made use of) I must rely on your candor, and I do appoint you the keeper of my political reputation in that respect, believing that it will be more tenderly used than it has been by a few demo-aristocrats here, who by insidious practices have raised a sort of hue and cry against me in this County.

You will observe that there are but few places mentioned in the law establishing your postroad. This I have thought best to do as the inhabitants are left at liberty to direct the road, from either of those specified points, where they'll think it more generally useful, by recommending Post Offices in towns and places between those points, paying due regard however to as strait a course as possible.

VI

From a Letter Written by Peter Saily after the Election of 1806 Concerning Political Attacks Made upon Him (names of addressee and two other persons mentioned elided by Peter S. Palmer in copying)

I have been an unfortunate prophet, because I have been a true one. Mr N. Z. Platt, a federalist is elected for the Assembly by a majority of upwards of 140 votes. My reputation as a republican has been slandered by Messrs. and throughout the county. A sort of hue and cry has been raised against me. They said I suffered myself to be a candidate for Congress in order to defeat the election of Judge Thompson. They represented me as a wolf in a flock of sheep. My letter however expressive of my disapprobation of my nomination, and of my assent to the nomination of the County convention of Saratoga, and sent by express at my request through the Counties of Essex and Clinton, which arrived in proper time, gave them the lie. Another letter, to the same effect, published in due time in the Waterford Gazette, shields me sufficiently in that respect from the slanderous attacks of wicked and designing men. Judge Thompson has a majority in Clinton and Essex.

I have heard that since the election those two gentlemen speak of a reconciliation. What can be the terms? Do they think I shall be so neglectful of my reputation as to leave the charges they have themselves wickedly uttered, uncontradicted? Mr Delord has been involved in this vortex of defamation and abuse. says Frenchmen must not any more be trusted by the people. Ungrateful man!

VII

From a Letter Written by Peter Saily to Judge William Bailey after the Former's Return from Service as Congressman

It is not possible within the limits of a letter to explain away the insidious attacks of J. Randolph on the administration, and the misrepresentations respecting the transactions in Congress as stated in the federal papers. I shall always be ready not only to explain verbally, but to prove to any candid man that the views of the government were pure; that the foreign business was conducted with a spirit worthy of the American nation, and not, as has been insinuated with servility, nor under the influence of fear, and I hope time will prove that the measures adopted by Congress this last session were not injudicious.

The neglect of our navy and of our ports is wholly to be attributed to the southern and western members. They rose, in mass, against those objects. The story of the two millions of dollars said to be intended for France is a false one, and indeed, on the most indifferent subjects, as related in the adverse party papers, there are at least two lies for every truth.

I send you the President's message respecting the deeds of the British commanders off New York. They are gone. Mr Pinkney, of Virginia, has been appointed envoy extraordinary to the Court of Great Britain, to join Mr Monroe in the negotiation with that power. On the passage of the partial non-importation act every federalist in Congress voted in the negative, except Mr Quincy Adams of the Senate.

VIII

From a Letter Written by Peter Saily to a Leading Politician in the Tompkins Campaign of 1807 under Date of April 4, 1807 (the name of the addressee not being given in the copy left by Peter S. Palmer)

Mr Lynde seems to think that the republican ticket for Senator and for the Assembly in Essex. (Mr Pond the candidate for the Assembly), will prevail, but he has doubts respecting the Governor. We ought to help them as much as we can, and that very soon, before men have committed themselves.

I think the prejudices against Elisha Arnold are subsiding, and I am convinced that if we do our duty, he will be elected. But the republican ticket will not succeed in our county without exertions, and you well know that those exertions must be made by ourselves. We have lost already precious time, which I regret exceedingly. It is full time to awake and to act. I hope the principal men in the republican party will unite cordially in this common danger and endeavor to spirit up the supine and careless. To effect this no time can be spared. I really wish we might confer seriously on that business and agree upon a systematic plan to carry us out with honor, and to some advantage to the cause.

IX

From Letter Written by Peter Saily to the Secretary of the Treasury July 27, 1812

On the 26, 27 and 28 ultimo a considerably quantity of hardware and drygoods, perhaps to the amount of seventy thousand dollars, was put within my reach by merchants of New York, who had imported that merchandise last year from England into Canada. I have taken possession of it and sent the drygoods, at the request of the owner to New York, under charge of an inspector of this district, to be deposited in the public storehouses at that place. I have also, at the request of the owners, requested the District Attorney to libel that merchandise, as a claim will be lodged with the judge for the purpose of regaining its possession by an order of the court, according to law. I have stored the hardware at Whitehall, within this district, the owners being in expectation that a law would be passed for their relief, and therefore did not claim to have the property libeled immediately.

A quantity of merchandise, probably to the amount of three hundred thousand dollars, belonging to American citizens was intended to be introduced in the same manner, and several vessels were already loaded at St Johns, when a limited embargo, laid by the government of Lower Canada on ships and vessels, goods, wares and merchandise and money, prevented their departure.

The British brig of war the Prince Edward, is repairing at St Johns. We have no forces on this lake, nor a battery. The gunboats are out of repair. I am informed by a friend at Washington that the invasion of Canada is not contemplated to take place very soon. We must therefore be here on the defensive. But the British have begun hostilities by taking our fort at Michillmackinac. They may continue where there is a prospect of success. I think the regular troops ought to be near the frontiers, instead of being placed at Albany. Our inhabitants are alarmed and are moving off. There is not a single stand of arms in Vermont, nor a single man ordered to the protection of our frontier.

X

From a Letter Written by Peter Saily to Quartermaster General, June 11, 1813

Since the loss of two of our sloops of war (the Growler and the Eagle) there has been nothing new of importance on this lake. Six, of the seven men who were wounded on board the sloops, have been returned on parole. The other man, severely wounded, could not be removed and remains at Isle Aux Noix. One of our men only was killed, and only three British soldiers wounded.¹

A British flag of truce is said to have gone to Burlington by water; about ten soldiers and an officer. They had reached Cumberland Head before they were discovered. It seems they came so far in the night. The people of Champlain and Chazy knew nothing of it. The British have therefore ascertained the fact that there is not a picket guard, nor a single watch boat on the lake, to give notice of their arrival, nor is there a single gun properly placed to give the alarm in case of invasion. Every part of the lake may be sacked at the pleasure of the enemy, without, under the present state of things, the possibility of previous notice. If this is warlike, or military like or general like conduct, I know nothing about it, but I am apt to think it a highly censurable neglect.

Many of the inhabitants of this village have packed up their effects and keep horses ready to depart on the first sight of an enemy. You will understand that the British have now a decided superiority on this lake, and the only sloop remaining has gone into a bay south of Burlington to repair a leak, Lieutenant Macdonough not thinking himself safe in this harbor. Col. Clark keeps all at Burlington. Thus Plattsburgh, its arsenal, its unarmed block house, its public stores are all at the mercy of the enemy. It is hardly worth the while to mention its inhabitants. It would seem

¹ A note to this letter made by Peter S. Palmer is as follows: These vessels were captured on the third of June. During the action the Growler had one killed and eight wounded and the Eagle eleven wounded, including the pilot, Mr Graves. Only those severely wounded were returned on parole to Burlington, from which place the report of the engagement was first brought to Plattsburg; the others were retained as prisoners of war. Information subsequently received proved the loss on the part of the British to have been greater than here stated.

that since the departure of the troops for Sackett's Harbor, they have not been thought worthy of protection.

Another hardship has occurred to the inhabitants on the west side of the lake. Col. Clark and the Commissioners appointed to settle the accounts of the sleighmen, exact that our people should go over the lake to settle their accounts. There are about 200 men interested in this County. Supposing that they could transport themselves to Burlington and attend the Commission and return for \$6 each, it would cost \$1200 and six or eight days lost, at this precious time of the year for farmers. Would it not have been more reasonable that these three Commissioners, who are under pay, should come on this side for about a week. Truly these and almost all things are managed in a most absurd and questionable manner.

XI

From a Letter Written by Peter Saily to the Secretary of the Treasury under Date of August 4, 1813

The enclosed newspapers, under the Plattsburgh head, will give you pretty correct information of the disagreeable visit of the British at this place. Their squadron, on the waters of Lake Champlain, composed of two sloops of war, which they took from us in June last, of three gunboats and two or three row galleys and thirty-four bateaux, landed at this village about eight hundred men, being the whole of their land forces, and, without firing a gun, took possession of the place, burned the arsenal, a block house and the cantonement or camp where the brigade, commanded by the late Col. Pike was stationed last fall and winter, and which had cost the government about thirty thousand dollars, and three storehouses, two of which were my own and had been let to the government. In one of my stores were the goods claimed by Mr John Frothingham of Boston, an American merchant removed from Montreal since the declaration of war, to which he was entitled on paying duties, under the law passed the 27th of February last. The British commander took these goods on board his fleet. I have lost some rigging, two sets of Colors, an anchor and some other trifling articles of public property. My own private loss of property, plundered within my house, exceeds one thousand dollars.

The reason why the property in my house, public and private, was not removed, is that I could not persuade myself that the American force, stationed at Burlington, of 4000 effective men, within twenty miles of this place, could be suffered to remain idle spectators of the destruction of the public property, and of this village, by comparatively a very small British force. Messengers were repeatedly sent to General Hampton, with a request that one regiment might be sent here, but to no effect. When all hope of succor had fled, it was too late to remove all, though the greatest part was secured. It seems that the policy acted upon in this quarter is that the people must defend themselves, or, if not able to do it effectually, must submit to the enemy. Such policy, whether correct or not, is very unpopular here and gives general dissatisfaction to the best friends of the Administration. It is a fact, that on an extent of 115 miles, from the Canada line to the south end of Lake Champlain, on the west side in the state of New York, there is not a military post, nor a soldier to be seen.

XII

From a Letter Written by Peter Saily to the Secretary of the Treasury, December 21, 1813

It may be expected that the British will make a great effort this winter to obtain a decided ascendancy on this lake next spring. Their force this fall was composed of the two sloops they took from us in June last, and six row gallies, two of which are very stout and carry each two guns, one 32 and one 24 pounder. This force was deemed by many almost equal to that under Captain Macdonough. Suffice it to say that ours did not chuse to provoke the British flotilla to combat.

It is confidently reported and believed that our enemy is now building a 24 gun ship. Vessels of that force may navigate on this lake, provided they are built broad and flat. It will be recollected that, during the revolutionary war, General Carlton was on this lake, on board the Royal George, a frigate of thirty guns. Unless therefore a great increase of our naval force on this lake takes place this winter, the British will blow us all out of the water in April next. Permit me to give it as my opinion that two 20 gun ships, and twenty large gallies, rowed with from forty to sixty oars each, mounting heavy long guns, would pretty certainly maintain our ascendancy and protect our shores and public stores. In respect to offensive operations, it must depend on the skill, spirit and enterprise of the commander.

The government might possibly have a view to make an attack on Isle Aux Noix this winter, and, under an expectation of its success, neglect to increase our floating force; But it is not safe I think to rest on this. In the first place Isle Aux Noix is very strongly fortified and of difficult access, and an expedition against that place *might fail*. But, if even successful, the row gallies, if made sufficiently flat at bottom, would answer an excellent purpose in going down the river Sorel and St Lawrence. They might, in the spring be easily floated down the rapids of St Johns and Chambly.

XIII

Letter from Major J. Ritter, a British Officer, to Henry Delord, Referring to Private Property Destroyed at the Time of the Murray Raid

Odelltown, [sic] 17 March 1814.

DEAR SIR:

I avail myself of the opportunity of a flag of truce to send you safe and sound the bale of carpet I promised to buy. I have obtained his Excellency's and the custom house permission for doing so, and have paid for the article, as you will find per bill. As our troops have destroyed your carpets, the Governor thought it but little satisfaction to allow the article to go out. But as I have no funds to make good losses sustained by inhabitants, I can only take care that never men under my immediate command, should be guilty of such outrages to distress innocent persons. For your kind and hospitable treatment during my stay at your house, I tender you my best acknowledgments, and with best respects to Madam Delord and the inmates of your house, I am dear Sir,

Yours with esteem

J. RITTER,

Major of the 6th Lt. Infy.

XIV

From a Letter Written by Peter Saily to the Superintendent General of Public Supplies, Dated August 4, 1814

Much clothing and military stores have been sent lately to Whitehall from this place, and the provisions are to be removed from this village, within the line of defense which General Izard has been forming a little south of it. There exists a well founded apprehension that if eleven regiments of the army of Wellington have arrived in Quebec, as is announced in the Canadian newspapers, an attack upon this place and army may soon be expected. No approach however on the part of the enemy has yet been made. Our army is at Chazy and Champlain, about 4000 strong, and including the detachments left here and at Cumberland Head will form a body of about 5000 effectives. I think we ought to have six thousand militia on this frontier. Who will have the ascendancy on the waters of Lake Champlain is somewhat doubtful. As many troops as the British want in Upper Canada have been sent there since the 10th of July and previous to the arrival of the eleven regiments. Forgive this digression. It is well meant.

XV

From a Letter Written by Peter Saily to Major Bleecker, Deputy Quartermaster General, the Date of Which Has Not Been Preserved but Which Was Undoubtedly Written a Few Days after the Battle on the 11th September, 1814

On the 6th instant, the day the British army made its appearance at Plattsburgh, a large quantity of provision was, on the emergency of the occasion, by military orders and means, removed from Mr Levi Platt's barn, used at that time as a storehouse, and placed, as I am informed, within and about every fort and redoubt, and at other places unknown to me. And I am further informed that some barrels of it were used, as precautionary means of defense against fire or otherwise, within the forts and covered with sand. Provision thus placed is certainly not within my control, nor do I consider it under my care. It was taken from me either by order of the Commanding General or Dep. Qr.-M. General and removed where they thought proper, without my knowledge. I had therefore, nothing to do, I conceive, but to wait until the authority that took it from me, should, as soon as practicable, return it into the public stores, where it would be once more under my care and responsibility. This not having been done and having been told only this day that you disclaim taking any care or charge of that scattered public property, and that it remains in very insecure places, and that much of it is already purloined or perishing, I have taken the liberty thus to communicate my ideas to you on that subject, in hopes that some means of obtaining that property and of transporting it to its proper place may be devised: advising you in the meanwhile that I do not possess the means of transportation, for which I have been accustomed to depend on the Qr.-M. Genl. Department. Anything that my agents and myself can do to prevent further injury shall be done cheerfully in aiding the removal, but give me liberty to repeat that I do not hold myself answerable for it, after it has been taken from, and is yet out of my custody.

XVI

From a Letter Written by Peter Saily to Colonel Jenkins, the Quartermaster General, in Regard to Supplies, a Few Days Later than the Previous Letter to the Deputy, the Date of This Letter also Not Having Been Preserved

I have been honored with your letter of the 15th instant in relation to the provisions that had been dispersed by military proceedings at the time that the British made their appearance at this place. I communicated my ideas on the subject, in writing, to Major Bleeker, and am happy to find they correspond with your own. Maj. Bleeker, at once, directed the wagon master to procure teams and, with the help and attendance of one of my agents, gathered together the said provision and returned it into the public stores. Some of it is in very bad order and much of it is lost. We are now employed in inspecting and repacking flour, a large portion of which is damaged.

XVII

From a Letter Written by Peter Saily to General Alexander Macomb, October 20, 1814

I have the honor to inform you of the state of provision in the public stores at this place, which is as follows: About 100,000 rations of pork and about 116,000 rations of beef, in all 216 rations of meat, which will last 72 days if issued at the rate of 3000 rations per day. The flour will about hold out with the meat. The supply of whisky will not last more than 35 days.

Give me leave to suggest the propriety of calling on the Dep. Qr.-Master General, instead of calling on the contractor for additional supplies of meat and flour, for the following reasons. If you call on the contractor, he will procure the provisions by purchasing such as will afford him a profit, and the old deposit will remain on hand and ultimately become unfit for use. On the contrary in directing the Dep. Qr.-Master to procure the provision wanted, he will or ought to call on the store keeper, who will inform him where he can get them. There is in deposit at Whitehall a large quantity of beef and flour, the property of the United States. If pork is wanted, the contractor must furnish it, as there is scarcely any left in deposit, except at this place.

XVIII

From a Letter Written by Peter Saily to General Alexander Macomb, October 25, 1814

As it is impossible to put the laws of the United States in force, principally near the frontier with the means under the direction and control of the Collector, I wrote lately to Capt. Smith, commanding the rifle corps at Chazy, that if he thought himself authorised, I would like it as a favor, if he would render such assistance as the officers of the customs would, in particular cases, require. That letter was put in the hands of Samuel Hicks, Esq., who is himself a custom house officer, whose letter on that subject I inclose.

Should you think proper to write to Capt. Smith and to request that he should direct the officers of detachments and commandants of pickets, wherever stationed, to give the officers of the customs all the reasonable assistance they might want to prevent the passing of cattle and provision into Canada, as well as detect the unlawful introduction of British merchandise, I would not then despair of rendering that unlawful traffic both difficult and hurtful to the speculators. I would ask leave to suggest the propriety of placing a small guard of about six men at the lower village on the lake shore. Judge Hicks and Doctor Carver, both men of firmness and prudence and well acquainted with their duties, would be principally the officers who would apply for assistance.

Permit me to embrace this opportunity to congratulate you on your late exaltation of rank in the army of the United States. This puts me in mind that the last time I had the pleasure to be in your company at your own quarters, I represented to you the destruction of fences by the dragoons and militia and thought an appraisement ought to be made and compensation awarded. You observed something like this, "let me be appointed major general and then I will give the necessary orders." I am happy to find that justice has been so promptly done to you and will so soon be done to me.

XIX

Letter from John Jacob Astor to W. H. Crawford, Secretary
of the Treasury

New York, 31 May 1819.

*The Hon. William H. Crawford,
Secretary of the Treasury.*

SIR:

I inclose a letter from Mr Saily, the Collector of Customs at Plattsburgh. The object of that letter^r and my writing to you is related in the letter itself.

In 1811, I had made extensive arrangements for conducting the Indian trade, particularly within our own territory. When the late war of 1812 took place, I had a large property in the Indian country, which was traded for furs, and particularly at Michilimackinac, which at the time of the capture was, by capitulation, given up. There being then no direct mode of conveyance to bring them there, they were, from time to time, sent to Montreal, and from there were sent into the District of Champlain. Of this circumstance I informed the Administration, who had no objection to my getting my property, and Mr Gallatin gave me a letter to Mr Saily, who was very civil and obliging, though strict in his official duty. I supposed that he was entitled, in case of condemnation of any of my furs (which I did not expect) to a share, and I gave him, I think, five hundred dollars, in lieu of any claim. The furs, as he says, were always seized and sent here, where bond was given for the supposed value of them, which, on application (through the Court) to government was given up.

As respects the character of Mr Saily I can say that I have been acquainted with him for about thirty years and more, that I believe him to be a gentleman of the most strict integrity, an excellent public officer and a friend to the government.

I am about to leave here for France and will be some time in Europe. If I can be of use by executing some orders for you or family, I will be happy in doing it. A letter directed to me, care of Mr Gallatin, will reach me. Your order for Teakewood or Plants I have sent by two different vessels to India, but neither of them ~~has~~ yet returned.

I am very Respectfully

Sir, Your Obt. Servant,

JOHN JACOB ASTOR.

[In a note from Astor to Saily inclosing a copy of this letter, Astor said:]

I have received your letter which I have this day forwarded to the Secretary of the Treasury, and wrote him one of which I inclose a copy. I know I have said more than what is necessary about you, but as it can do no harm, I trust you will excuse me.

669145 A

XX

Letter from Chancellor Walworth to Peter Saily Palmer

*Pine Grove, Saratoga Springs,
Jany. 12, 1866.*

*Peter S. Palmer, Esquire,
Plattsburgh.*

It was my good fortune to have enjoyed the friendship and confidence of your grandfather, the Honorable Peter Saily, from the time of my first visit to Plattsburgh in the autumn of 1809, until his death. He was a warm, steady and devoted friend of mine at all times, and I owe much of my success in my profession, and in life, to his disinterested kindness and patronage.

He was a well educated, intelligent and strong minded French gentleman, of the old school; and when I first knew him, he had made himself so thoroughly acquainted with the English language, that he wrote and spoke it about as well and as classically as a well educated native American. He was a large well built person, and I think he told me his mother was of German extraction, from the north of France. He had for a time, in his early life, belonged to a corps of young gentlemen, of respectable families, who were in the capacity of a bodyguard to the King of France. I recollect very well the description he gave me of a scene that occurred one winter, when they went out to hunt a wild boar.

The boar was in a piece of woods and the ground was covered with a considerable body of snow. The party surrounded the wood and then advanced into it on all sides, to ferret out the ferocious animal. Mr Saily, being by himself in a part of the woods, discovered an immensely huge boar coming directly towards him, snorting and upon the full jump and very near to him. He immediately raised his gun and discharged it at the head of the infuriated animal and then turned and ran from him at his utmost speed. Presently the boar came up behind him and, thrusting his nose between his legs, raised him from the ground, tore his pantaloons with his tusks, and pitched him some distance forward into the snow, where he lay quite still, while he heard a great commotion near him; which, after a time, ceased. Then, getting up, he found he had shot the boar between the eyes, and that the commotion he had heard, while he lay concealed in the snow, was the death struggle of the expiring animal.

Mr Saily was one of the early settlers of Plattsburgh, where he was for many years a successful merchant. He was a man of stern unbending integrity in all his business relations. He was a member of the State Legislature of New York, and when some of his political friends desired to obtain a charter for a bank, he was called on and told that each member of the Legislature, whether he voted for or against the bank, was to have a certain number of shares of the stock assigned to him, which would be worth considerable above par. He enquired whether it was really so that each member was to receive the same number of shares whether he voted for or against the bill. And being answered in the affirmative, he immediately said, then I shall vote against the bill. He did vote against the bank; but the charter was granted and the shares were in fact assigned to him. He refused however to take them, although they were worth considerable above par; considering the arrangement an indirect mode of influencing the members to vote for the bill, as none of them could get the bonus unless the charter was granted by the votes of a majority of the members.

He was a representative in Congress from the Plattsburgh District from 1805 to 1807, and after the expiration of his congressional term he was appointed, by President Jefferson, Collector of the Customs for the District of Champlain; which office he continued to hold until his death. He was a gentleman of unquestionable courage, as well as of uncompromising integrity. When a gang of five or six smugglers, armed with deadly weapons, broke into his office, for the purpose of robbing it of the smuggled goods stored there, he, single handed, attacked them, shot one of them and drove them all out before him.

I may add that he was a liberal patron of all public improvements and institutions of learning, and was, withal, a polished gentleman, a good neighbor, a faithful friend; and was almost idolized by his family and relatives.

It gives me great pleasure to give my humble testimony to the many virtues of such a man, and such a friend. And I am gratified to learn that you intend to prepare a short memorial of him. I think he said he was a native of Lorraine.

Yours with respect,

REUBEN H. WALWORTH.

XXI

The grave of Peter Saily, in Riverside Cemetery, Plattsburg, is marked by a plain marble slab with the following inscription:

In
Memory of
Peter Saily, Esqr.,
who died
on the 16th day of March
1826
aged LXXII years.

A native of Lorraine in France
he adopted America as his country
in 1785.

The strength of his intellect, the
benevolence of his heart and the
spotless integrity of his life made
him esteemed as a citizen, respected
in various public offices and
beloved as a friend and relative.

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NUTRITION NOTES FOR SCHOOL NURSES

PREPARED BY MARY G. MCCORMICK, SUPERVISOR OF THE NUTRITION
OF SCHOOL CHILDREN

Malnutrition is a common physical defect among school children in both rural districts and cities. Boys and girls from prosperous homes are not exempt from it. While malnutrition is a serious evil in mature life, it is a calamity in childhood. Youth is the time for growth, for body-building. Body-building can not take place, however, unless the building materials are supplied: if these are not furnished, there results a defective body structure which can not stand the wear and tear of ordinary life and easily becomes a prey to disease.

While good nutrition depends on a combination of conditions such as sufficient sleep, fresh air, exercise etc., an adequate supply of wisely selected food is undoubtedly the largest single factor. The body which is constantly expending energy, must have some source of energy supply. The energy will be derived either from the food which is eaten, or from the body tissues. Normal growth takes place only when the energy requirement, the repair requirement and the growth requirement are met by a sufficient quantity of wisely selected food. If the food is inadequate, the energy requirement is met first, and the repair and growth processes do not follow normal lines. The most important exterior manifestation of this condition is the failure of the body to make normal gains in weight. *The child who is 10 per cent or more below the normal weight for his age and height is an undernourished child.* So long as he remains undernourished, normal development can not take place. Hence, every attempt must be made to bring children up to their normal weight.

The Department of Education in New York State is attempting to deal with the malnutrition of school children in several ways.

- 1 Definite instruction in the nutritive requirements of the body and in the nutritive values of the different foods will be given by the grade teacher as a part of the course in health education.

- 2 Rural school teachers will be urged to prepare one hot nutritious dish at noon and to advise the children in regard to the kind of food

they ought to bring in their lunch boxes from home. City schools will be urged to instal a lunch room and to furnish a nutritious noon lunch. In all schools a mid-morning feeding of milk and bread will be recommended for all undernourished children.

3 The school nurse will make every effort to correct undernutrition among the school children, by weighing monthly the children who are found to be 10 per cent or more underweight, notifying their parents of this condition, and inviting the mothers of these undernourished children to a monthly conference at which the food suitable for children will be explained, and the preparation of this food demonstrated by the domestic science teacher.

The School Nurse

The school nurse occupies a unique position in the crusade against malnutrition. She works in close cooperation with the medical examiner and knows his diagnosis of the children. She is familiar with the pupils who are underweight, because, in many cases, she has been responsible for weighing them. She meets the teachers frequently and learns from them their impressions of the health of the children from the daily observations which they make. In addition, she is in a position to know and interpret the home conditions of the pupils. Moreover, her profession brings her the confidence of both home and community, for she is a recognized agency for health improvement. For all these reasons, she occupies a strategic position in the battle against malnutrition.

The school nurse should follow these directions in dealing with children who are undernourished:

After the medical examination at the beginning of the year, make a note of all children who are 10 per cent or more below the weight they ought to have for their age and height. A table of normal weights and heights accompanies this pamphlet. Thus, if a girl 10 years old and 50 inches high weighs only 50 pounds instead of 59 pounds, she is 9 pounds or 15.3 per cent underweight.

These underweight children should be weighed at least once a month thereafter, and a record of these weights kept. The children should be weighed without shoes and in the usual indoor clothes. Arouse competitive interest among the children in their gains in weight. If there are no scales in your school, ask some grocer or feed dealer if you may bring the undernourished children to his store and weigh the children there. Impress upon the school authorities, however, that it is a great handicap to you not to have scales in the schoolhouse, and recommend that each school be provided with one.

Question the parents of the underweight children in regard to their food, their habits of eating, sleeping, exercise etc. Tell the parents the kind of food their children ought to have.

Funds for Milk

Try to provide in the schoolhouse a simple mid-morning lunch of milk and graham crackers for the undernourished children. Appeal to the board of education for an appropriation for this purpose. Go personally to the various philanthropic societies and clubs in the community to explain the great necessity for funds for milk. No money could be more wisely spent than when used to supply milk for undernourished children. Replies to a questionnaire sent out from this office reveal the fact that in many communities, funds for milk for undernourished children are given by mothers' clubs. No child should be given milk free, however, if his parents can afford to pay for it.

Apply to the milk dealers for a reduced price. Try to induce them to deliver the milk in half-pint sealed bottles. If given straws the children may sip the milk from the bottle, and the necessity for providing cups or glasses will be avoided. Each child should rinse his milk bottle after he has drunk his milk. The utmost care in handling milk must always be exercised. It must not only be kept sufficiently cool, but be protected at all times from contamination.

Invite the mothers of the undernourished children to a monthly meeting at the schoolhouse. Explain to them that their children are undernourished, and that therefore they are not developing normally. Tell them that good nutrition depends on several factors: the children must go to bed early every night; the windows of their sleeping rooms must be open; the children must play in the fresh air every day; their teeth must be kept in good condition; they must be taught to masticate their food thoroughly and must not eat between meals; they must be in a happy frame of mind when they come to the table. Parents should avoid reprimanding their children at meal time as good digestion is impossible when children are nervously excited.

While all the factors mentioned above are conditions necessary for good nutrition, an adequate supply of food is the most important requisite.

Food for Children

Milk. Impress on the mothers that the one indispensable food for children is *milk*; normal growth is impossible without it. Whole milk should form the basis of every child's diet. Each child ought to have one quart of milk a day. This milk may either be taken as a beverage, or cooked with other foods as in cream soups, junket,

custard, rice pudding, etc. Children must be taught to sip milk; they must not be allowed to gulp it. A piece of bread or cracker eaten with the milk tends to make its digestion easier.

Some children refuse to drink milk; their need for it continues, however, and they must receive their quart a day entirely in combination with other food — cocoa, junket, cream soups, etc.

The objection will be made that milk is expensive and that therefore its purchase is unjustifiable. This criticism is without foundation. Milk is one of the most economical foods to buy; it makes very high nutritive returns for its cost. It is much more economical than meat. If most of the money now spent for meat were used to purchase milk, the nutritive conditions of the whole family would be much improved. Dr Graham Lusk, professor of physiology in the Cornell University Medical College, says, "Let no family (of five persons) buy meat until it has bought three quarts of milk."

Cereals. Cereals come next in importance. Urge the mothers to take care that each child receive at least one dish of cereal each day. The cereal should be given at breakfast; a dish of cereal and milk forms a good basis for the evening meal also. Whole grain cereals are better than the highly milled products. Oatmeal or rolled oats are especially valuable and should be used three or four times a week. Impress the mothers with the importance of cooking cereals a long time. Rolled oats should be cooked at least two hours the day before they are to be eaten and reheated the next morning; cornmeal should be cooked at least four hours, and the texture and flavor will be further improved by longer cooking. One can not cook cereals too long. A fireless cooker will be a great help in the preparation of cereals. There are other uses for cereals besides their use as breakfast dishes. They may be made into bread and muffins; cereal puddings may be attractively prepared; they may be put in soups. The use of rice and barley in soups is common, but the use of oatmeal in soups ought also to be encouraged.

Teach the mothers that when they buy the prepared cereals, the puffed wheat and puffed rice and the various flaked wheat and flaked corn products, they are paying a high price for commodities whose only superiority is that they are thoroughly cooked. While the price for a package may be 10 or 15 cents, the price per pound is very much greater and they contain no more nutriment than a pound of rolled oats, which sells for 6 or 7 cents.

Children should eat freely of bread; the whole wheat bread or other whole grain breads are more nutritious than the white bread. Whole wheat bread contains almost twice as much phosphorus and

calcium as white bread; it also contains much more iron. Give *hard* bread or *toast* at least once a day to exercise the teeth and develop the muscles of mastication.

Vegetables. Encourage the use of vegetables. Children often have to be taught to like them and much patience may be required. Probably the most attractive way of serving them is with a white sauce, either as creamed vegetables or as cream of vegetable soup.

Fruit. Fruit ought to appear in children's dietaries frequently. If fresh fruit is too expensive, advise the use of dried fruit. Dried prunes, dates, figs, raisins, apricots and apples have excellent food values. Probably dried raisins are the cheapest and when soaked and slowly cooked, make an acceptable dessert. Both fruits and vegetables are rich in mineral matter, and also have laxative properties. Teach children to spend their pennies for fruit rather than for candy.

Eggs are excellent sources of iron. They contain also calcium and phosphorus. An egg each day is a valuable addition to the dietary. If the price prohibits the daily use of an egg, then the use of an egg two or three times a week ought to be encouraged. If the family can not afford eggs at all, then take care that the other foods rich in iron be liberally used. A list of such foods will be found on page 6.

Meat. Most people overvalue meat and undervalue milk. For children, milk is decidedly to be preferred to meat. Try to induce parents to spend money for milk rather than for meat. If the child receives one quart of milk each day, together with adequate amounts of cereals, fruit, vegetables and an egg, it is better to withhold meat, until he is seven or eight years old. Even after that age, meat should not be given more than once a day.

Studies of city family food consumption have shown that of the three elements, calcium, phosphorus and iron, calcium is the most liable to be deficient. The best way to prevent a calcium deficiency is by a liberal use of milk. One quart of milk a day guarantees to the child sufficient calcium. The element next apt to be deficient is phosphorus. Whole grain cereals, whole wheat bread, and vegetables as well as milk contain abundant phosphorus. Iron was least apt to be lacking. More children are probably suffering from a deficiency of calcium and phosphorus than from a deficiency of iron. It is easier, however, in the physical examination of a child to detect the conditions that arise from inadequate iron than to detect the conditions which inadequate calcium or inadequate phosphorus produces, and consequently anemia is commonly noted among children. The best way to treat anemia is by a diet rich in iron. It is unfortu-

nate that the foods which are generally prescribed to increase the iron content of a dietary are the costly foods; eggs, meat, spinach etc. It is not realized that many of the cheaper foods are excellent sources of iron. A list of such foods is here presented:

Dried lentils	Dandelions
Molasses (not syrup)	Dried currants
Dried beans	Raisins
Dried peas	Peanuts
Entire wheat	Potatoes
Entire barley	Dried dates
Entire rye	Dried figs
Oatmeal	Dried prunes

These foods are all *rich* in iron and most of them relatively low in cost.

Urge the mothers to have the meals prepared with regularity: children should be fed by the clock. Nothing except water should be taken between meals. It is advisable to give the children an after-school lunch of milk and bread or milk and crackers, however, and to regard that as a regular part of the feeding schedule.

Candy, if allowed at all, should be given at the end of a meal, *after* the *necessary* foods have been eaten. Pure candy is not poisonous; but if taken before a meal, it destroys the appetite for the meal.

Fried foods, rich pastry, highly spiced foods and hot breads tax the digestive powers and have no legitimate place in the dietaries of children. These foods are pernicious because the harmful effects do not always manifest themselves at once. Children often do eat them with apparent impunity; the strain on the digestive system, however, has its effect and sooner or later digestion is impaired. Food for children must be easy of digestion and the younger the child, the simpler the food should be.

The use of tea and coffee by children is very common. The nurse must condemn it most emphatically. Parents have been known to give even alcoholic drinks to children. Though such a practice seems incredible, it is not unknown and nurses must be alert to detect it.

The child whose weight is 10 per cent or more below the standard for his age and height is an undernourished child. Normal development can not take place while he remains in this condition. The school nurse who realizes the seriousness of undernutrition in childhood, and who is able to convince both child and parents of this seriousness is the person who will be most successful in inducing the parents to provide suitable food and the child to eat it.

HEIGHT AND WEIGHT TABLE FOR GIRLS

Height inches	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.
39.....	34	35	36											
40.....	36	37	38											
41.....	38	39	40											
42.....	40	41	42	43										
43.....	42	42	43	44										
44.....	44	45	45	46										
45.....	46	47	47	48	49									
46.....	48	48	49	50	51									
47.....		49	50	51	52	53								
48.....		51	52	53	54	55	56							
49.....		53	54	55	56	57	58							
50.....			56	57	58	59	60	61						
51.....			59	60	61	62	63	64						
52.....			62	63	64	65	66	67						
53.....				66	67	68	68	69	70					
54.....				68	69	70	71	72	73					
55.....					72	73	74	75	76	77				
56.....					76	77	78	79	80	81				
57.....						81	82	83	84	85	86			
58.....						85	86	87	88	89	90	91		
59.....						89	90	91	93	94	95	96	98	
60.....							94	95	97	99	100	102	104	106
61.....							99	101	102	104	106	108	109	111
62.....							104	106	107	109	111	113	114	115
63.....							109	111	112	113	115	117	118	119
64.....								115	117	118	119	120	121	122
65.....								117	119	120	122	123	124	125
66.....								119	121	122	124	126	127	128
67.....									124	126	127	128	129	130
68.....									126	128	130	132	133	134
69.....									129	131	133	135	136	137
70.....										134	136	138	139	140
71.....										138	140	142	143	144
72.....											145	147	148	149

HEIGHT AND WEIGHT TABLE FOR BOYS

Height inches	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.
39.....	35	36	37											
40.....	37	38	39											
41.....	39	40	41											
42.....	41	42	43	44										
43.....	43	44	45	46										
44.....	45	46	47	48										
45.....	47	47	48	48	49									
46.....	48	49	50	50	51									
47.....		51	52	52	53	54								
48.....		53	54	55	55	56	57							
49.....		55	56	57	58	58	59							
50.....			58	59	60	60	61	62						
51.....			60	61	62	63	64	65						
52.....			62	63	64	65	67	68						
53.....				66	67	68	69	70	71					
54.....				69	70	71	72	73	74					
55.....					73	74	75	76	77	78				
56.....					77	78	79	80	81	82				
57.....						81	82	83	84	85	86			
58.....						84	85	86	87	88	90	91		
59.....						87	88	89	90	92	94	96	97	
60.....						91	92	93	94	97	99	101	102	
61.....							95	97	99	102	104	106	108	110
62.....							100	102	104	106	109	111	113	116
63.....							105	107	109	111	114	115	117	119
64.....								113	115	117	118	119	120	122
65.....									120	122	123	124	125	126
66.....									125	126	127	128	129	130
67.....									130	131	132	133	134	135
68.....									134	135	136	137	138	139
69.....									138	139	140	141	142	143
70.....										142	144	145	146	147
71.....										147	149	150	151	152
72.....										152	154	155	156	157
73.....										157	159	160	161	162
74.....										162	164	165	166	167
75.....											169	170	171	172
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IMMIGRANT EDUCATION

This bulletin aims to set forth briefly the program and policy of the Education Department relative to immigrant education. It proposes to present to Americanization workers certain ideas and ideals fundamental to their work, and to indicate a definite, comprehensive program, which shall centralize all existing Americanization agencies and enlist their cooperation. The statistics concerning the number of non-English speaking and illiterate persons in the State show the need of such a program.

Although the training of teachers for instructing immigrants in the English language and in the principles of citizenship has been the chief aim of the Department in dealing with the problem up to this time, it now proposes to extend its work by promoting the education of all illiterates, native as well as foreign-born, so that all may be united by the bonds of a common language, common standards, and common ideals. Its first duty is to help the native-born to a living realization of all that Americanism means, and its second duty is to help the foreign-born gain the vision and live it.

To show the widespread and enthusiastic approval of immigrant education by the people of the State and to indicate the scope of its program, the Department presents in this bulletin recent legislation concerning immigrant education in New York State.

A reading list, which includes sources, references, methods and texts, is also included as a guide for further study and investigation.

WILLIAM C. SMITH

*Supervisor of Immigrant Education,
New York State Department of
Education*

CLARA B. SPRINGSTEED

Assistant

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AMERICANIZATION IN THE CONCRETE

"We want to interpret America in terms of fair play; in terms of the square deal. We want in the end to interpret America in healthier babies that have enough milk to drink. We want to interpret America in boys and girls and men and women that can read and write. We want to interpret America in better housing conditions and decent wages, in hours that will allow a father to know his own family. That is Americanization in the concrete — reduced to practical terms. This is the spirit of the Declaration of Independence put into terms that are social and economic, and I ask you to help us."

— FRANKLIN K. LANE

WHAT EVERY AMERICANIZATION WORKER SHOULD KNOW

- 1 The background of the life of the foreign-born.
 - a* Geography of the native land
 - b* Main features in its history
 - c* Social and political life
 - d* Religious life
 - e* Education
 - f* Racial characteristics
- 2 The reasons for coming to America.
 - a* Economic
 - b* Social
 - c* Political
 - d* Religious
 - e* Military
- 3 The means by which the foreign-born may best satisfy the longing which brought him here.
 - a* Finding the work he is best fitted to do
 - b* Learning the language of America
 - c* Becoming acquainted with American laws, customs and standards of living
 - d* Becoming a citizen
 - e* Learning to know the outside agencies which can help him and enlarge his vision
 - f* Cooperating with the native American to promote and uphold real Americanism
- 4 The most successful ways and means of teaching English and the principles of American citizenship to the foreign-born.
- 5 The value and beauty of all that the foreign-born brings us in his "gifts of mind, heart and hand."
- 6 The ideals of our democracy as set forth in the constitution.
 - a* Political life; "A government of the people, by the people and for the people"
 - b* Social life; "A man's a man for a' that"
 - c* Industrial life; "A square deal"
 - d* Religious life; "Freedom to worship God"
- 7 The ideals of our democracy as determined by the united purpose of foreign-born and native-born to create a new and better America.
- 8 The necessity of the foreign-born joining hands with the native-born to make these ideals of our democracy a living reality.

STATISTICS

1910 census

Total population of New York State.....	9 113 614
Total number of foreign-born.....	2 748 011
Total number of illiterates, 10 years of age and over....	406 020
Foreign-born whites, 10 years of age and over, illiterates	362 025
Foreign-born whites, 10 years of age and over, unable to speak English.....	597 012

These figures impress the vital need of an immediate carrying out of a comprehensive Americanization program in New York State.

The Americanization work of the State Department of Education has as its main objectives:

- 1 To eliminate illiteracy
- 2 To carry the message of democracy and American ideals to non-English speaking and illiterate residents of New York State
- 3 To bring about friendly cooperation between the various foreign groups and the native-born
- 4 To make America safe for democracy in every community

Increased interest in Americanization is an outgrowth of the war with the startling revelations of the draft concerning the number of non-English speaking and illiterate persons in our population. Americanization challenges us as members of a democracy to prove our right to the name. A real democracy must be based upon a common language, common purpose, a common ideal and an intelligent electorate. This thought was well expressed by Dr John H. Finley when he said:

"We must recognize that thousands of aliens in this State are but waiting for an opportunity to acquire the common tongue of our social and civic life. Teaching the common language of America is incontestably the first duty of a democratic state. It is the duty of the school to teach the common language not only because it is the very cement of all social and political fabric, but because it is a possession which every man, woman and child must have to attain real citizenship. In many communities of the State, public schools and private associations are doing much to help the alien illiterates to acquire the tongue of this democracy.

"Should not the State now, seriously, vigorously, and specifically, undertake to reduce adult illiteracy as it has with such success reduced child illiteracy? Every argument for training a child into

a knowledge of English and citizenship is equally good for the alien who is ignorant of our language, customs and ideals, but who wishes to become a worthy American citizen."

Since it is evident that teachers must have special training to carry on this work, the State Department of Education, in cooperation with colleges and normal schools and with local school authorities, is giving short unit courses on "principles and methods of immigrant education," in some of the larger cities of the State and in smaller districts where the number of foreign-born makes the need of this instruction imperative.

The first institutes, as they have been called, were held during July and August, 1918, in Buffalo, Rochester, Syracuse, Albany and New York City. More than 1000 teachers and social workers took advantage of this opportunity to make themselves more capable of understanding the foreigner and of helping him.

Similar institutes have been held during the winter of 1918-19 at Hempstead, Roslyn, Babylon, Huntington, Yonkers, New York City, Albany, Utica, Syracuse, Buffalo and Watertown. The State now has about 2500 persons trained and equipped to carry out its program. Summer sessions will be held at Syracuse University, New York State College for Teachers, Teachers College of Columbia University, and Hunter College.

Wherever institutes are held and the whole district thoroughly organized for the work, immediate results are evidenced in the starting of factory classes, the forming of new classes in night schools, and in the homes or community centers.

OUTLINE OF THE SHORT UNIT COURSE

Aim. The aim of the course is to interpret the meaning of Americanization, to furnish to persons interested in Americanization a definite background for further study and practice, to develop competent teachers to give the immigrant instruction in the English language and to familiarize him with American customs, laws and standards of living.

Length of the course. The course usually consists of fifteen sessions of two hours each, which fulfils the Regents requirement for one point. Two lectures are given at each session.

Scope of the work. The subjects under discussion include: ethnological aspects of the immigrant, state and federal plans for Americanization, economic aspects of immigration and their interpretation, organization and supervision of English and citizenship

classes, methods of teaching English to foreigners, aids in developing a good pronunciation, methods of teaching civics and preparing for naturalization, Americanization through the library, and means of cooperation by all existing agencies of Americanization.

Instructors. The instructors in these courses are all persons of intensive training and wide experience as students and teachers in this line of work. The instructors are selected from the ranks of local educational authorities and also from the following list:

- William C. Smith, Supervisor of Immigrant Education, New York State Department of Education, Albany
- Clara B. Springsteed, Assistant in Immigrant Education, New York State Department of Education, Albany
- Charles Towne, Supervisor of Immigrant Education, Boston, Mass.
- H. D. Rickard, Principal of Putnam School, Syracuse
- Charles E. Finch, Director of Immigrant Education, Rochester
- Dr Edward Steiner, Grinnell College, Iowa
- Dr David Hutchinson, Professor of Civics and Government, State College for Teachers, Albany
- Adam Walker, Professor of Sociology and Economics, State College for Teachers, Albany
- Harriet P. Dow, Field Secretary, Yorkville Neighborhood Association, New York City
- Elas Alsberg, National Council of Jewish Women, New York City
- Allen T. Burns, Director, Study of Americanization, Carnegie Corporation, New York City
- Mrs V. A. Simkhovitch, Director, Greenwich House, New York City
- H. A. Miller, Secretary, Mid-European Union, Washington, D. C.
- Reginald Heber Smith, former Counsel in Chief, Boston Legal Aid Society
- Nathan Peyser, Executive Director, Educational Alliance, New York City
- Mrs Nellie Michaelson, Rochester
- John J. Mahoney, Principal, State Normal School, Lowell, Mass.
- Merten A. Sturges, Chief Examiner, Bureau of Naturalization, New York City
- William McAndrew, Associate Superintendent of Schools, New York City

E. E. Bach, Director of Americanization Bureau, Pennsylvania

George Eisler, American House, Cincinnati, Ohio

M. A. Ravage, Author and Publicist, New York City

Henry H. Goldberger, Lecturer, Teachers College, New York City

Julian K. Grove, Specialist in Immigrant Education, New York City

Robert T. Hill, War Camp Community Service, New York City

John Collier, People's Institute, New York City

Pierre Vampiere, University of Michigan, Ann Arbor, Mich.

Dr Caroline Hedger, Social Welfare Worker in Chicago Stock Yards, Chicago, Ill.

Margery Quigley, Endicott Public Library, Endicott

Mrs Helen Horvath, Specialist in Work with Foreign-born Women, Cleveland, Ohio

Dr George E. Smith, Deputy Superintendent of Schools, Buffalo

Henry E. Jenkins, District Superintendent of Schools, New York City

Esther E. Lape, Section of Aliens, Council of Women's Organizations, New York City

Qualifications for the course. Any person who has a high school education or its equivalent, who speaks English clearly and distinctly, and who is vitally interested in the problems of Americanization is eligible to the course.

Visitors. Visitors who are unable to attend the course regularly or pursue it for credit are welcome to any or all of the lectures.

Credit. The University of the State of New York will certify the attendance and satisfactory completion of the course. School authorities will give preference to those holding this certificate when considering applicants for work with foreign-born adults.

Requirements of the course.

- 1 Regular attendance at 80 per cent of the sessions of the course.
- 2 A carefully prepared notebook containing notes on all the lectures given at the institute. This notebook must be submitted for examination at the end of the course.
- 3 Book reviews as assigned by the local director.
- 4 A paper which indicates definite research and original thought.
- 5 A final examination which will be a real test of the main lines of thought presented at the institute.

Practical demonstrations. Wherever possible opportunities for visiting evening, factory and neighborhood classes are given to

students of the course in order that they may observe various methods in operation and judge of their efficacy.

Volunteer work. The local directors of institutes organize and supervise factory, home and neighborhood classes which are taught by volunteers from the Americanization course in session.

AMERICANIZATION INSTITUTE

TOPICS FOR STUDY AND RESEARCH

1919

- 1 Organizing classes
- 2 The problems of the evening school
- 3 The factory class
- 4 Home instruction — its difficulties and possibilities
- 5 The direct method
- 6 The Gouin method
- 7 Methods in teaching English to the foreign-born
- 8 Aids in developing a good pronunciation
- 9 Methods of preparing for naturalization
- 10 A comparison of traits of different nationalities in America
- 11 The approach to the immigrant
- 12 The assimilation to the immigrant
- 13 The immigrant's share in construction work on our railways
- 14 Peonage
- 15 The Padrone: Italian; Greek
- 16 The economic effects of returned immigrants upon Italy
- 17 How to become a naturalized citizen
- 18 How American citizenship may be lost
- 19 Naturalization treaties between the United States and foreign states
- 20 The claims of foreign governments on naturalized citizens of the United States
- 21 The status of aliens in the military, naval and merchant service of the United States
- 22 The citizenship of women
- 23 The citizenship of minor children
- 24 The legal effect of a declaration of intention on women and minor children
- 25 The status of the alien woman in her native land
- 26 A comparative study of the alien woman in America (a) The woman in industry, (b) The woman in the home
- 27 The Americanization of the alien woman

- 28 Immigration after the war
- 29 The attitude of the foreign-born American to reconstruction
- 30 Socializing classes for immigrants
- 31 Americanizing as an after-war policy
- 32 Illiteracy in New York State
- 33 The district or zone system of immigrant education in New York State
- 34 The immigrant's reaction to the war

LEGISLATION AFFECTING EDUCATION OF THE FOREIGN-BORN IN NEW YORK STATE

Laws of 1918, Chapter 409

An act to amend the Education Law, in regard to the maintenance of night schools in cities and school districts.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1 Section 311 of article 11 of chapter 21 of the Laws of 1909, entitled "An act relating to education, constituting chapter 16 of the Consolidated Laws," as amended, is hereby amended by substituting therefor a new section to read as follows:

§ 311 **Kindergartens; night schools.** The board of education of each school district and of each city may maintain kindergartens which shall be free to resident children between the ages of four and six years.

Night schools wherein the common branches and such additional subjects as may be adapted to students applying for instruction are taught on three nights each week, for two hours each night, shall be maintained by the board of education:

1 In each city of the first class throughout the duration of the day school term.

2 In each city of the second class on at least one hundred nights.

3 In each city of the third class on at least eighty nights.

4 In each city not subject to the foregoing provisions and in each school district where twenty or more minors between the ages of sixteen and twenty-one years are required to attend school, or where twenty or more persons over the age of sixteen years make application for instruction in a night school, for at least seventy-five nights.

All night schools shall be free to all persons residing in the districts or city.

§ 2 This act shall take effect September 1, 1918.

Laws of 1918, Chapter 415

An act to amend the Education Law, to require the attendance at school of non-English speaking and illiterate minors.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1 Article 23 of chapter 21 of the Laws of 1909, entitled "An act relating to education, constituting chapter 16 of the consolidated laws," as amended by chapter 140 of the Laws of 1910 is hereby amended by adding thereto a new section, to read as follows:

§ 637 Attendance of illiterate minors. 1 Every minor, between sixteen and twenty-one years of age, who does not possess such ability to speak, read and write the English language, as is required, for the completion of the fifth grade of the public or private schools of the city or school district in which he resides, shall attend some day or evening school or some school maintained by an employer as hereinafter provided in subdivision six of this act, in the city or district in which he resides throughout the entire time such school is in session; provided that no such minor be required to attend, if the commissioner of health, or the executive officer of the board or department of health of the city, town, village or district, where such minor resides, or an officer thereof designated by such board, department or commissioner shall deem such minor physically or mentally unfit to attend.

2 Any minor subject to the provisions of this section, who wilfully violates any provisions of this section, shall be punished by a fine of not exceeding five dollars.

3 Every person having in his control any minor subject to the provisions of this section shall cause such minor to attend a school as hereby required; and if such person fails for six sessions within a period of one month to cause such minor to so attend school, unless the commissioner of health or the executive officer of the board or department of health of the city, town, village or district where such minor resides or an officer thereof designated by such board, department or commissioner shall certify that such minor's physical or mental condition is such as to render his attendance at school harmful or impracticable, such person shall, upon complaint by a truant officer and conviction thereof, be punished by a fine of not more than twenty dollars.

4 Whoever induces or attempts to induce such minor to absent himself unlawfully from school or employs such minor except as

is provided by law, or harbors such who, while school is in session, is absent unlawfully therefrom, shall be punished by a fine of not more than fifty dollars.

5 The employer of any minor subject to the provisions of this section shall procure from such minor and display in the place where such minor is employed the weekly record of regular attendance upon a school and it shall be unlawful for any person to employ any minor subject to the provisions of this section until and unless he procures and displays said weekly record as herein provided. It shall be the duty of the teacher or principal of the school upon which he (such minor) attends to provide each week such minor with a true record of attendance.

6 Any employer may meet the requirements of this act by conducting a class or classes for teaching English and civics to foreign-born in shop, store, plant or factory, under the supervision of the local school authorities, and any minor subject to the provisions of this act may satisfy the requirement by attendance upon such classes.

§ 2 This act shall take effect September 1, 1918.

Laws of 1919, Chapter 617

An act to amend the Education Law, in relation to providing instruction to illiterates and non-English speaking persons over sixteen years of age, and making an appropriation therefor.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1 Section 94 of chapter 21 of the Laws of 1909, entitled "An act relating to education, constituting chapter 6 of the Consolidated Laws," as amended by chapter 140 of the Laws of 1910, is hereby amended by inserting therein, after subdivision 11-a, two new subdivisions to be respectively, subdivision 11-b and subdivision 11-c, to read as follows:

11-b The Commissioner of Education is hereby authorized to divide the State into zones and to appoint directors thereof, teachers, and such other employees as may be necessary to promote and extend educational facilities for the education of illiterates and of non-English speaking persons.

11-c The board of estimate and apportionment of a city, the council of a city, or the common council of a city, the board of supervisors of a county, the board of trustees of an incorporated village, the town board of a town, may make appropriations to aid

and promote the extension of education among the illiterates and non-English speaking persons within the jurisdiction of these respective bodies.

§ 2 The sum of one hundred thousand dollars (\$100,000) or so much thereof as may be necessary is hereby appropriated to the Commissioner of Education for carrying out the provisions of this act.

§ 3 This act shall take effect immediately.

Concurrent Resolution of the Senate and Assembly

Proposing an amendment to section 1 of article 2 of the constitution, in relation to qualification of voters.

Section 1 Resolved (if the Senate concur), That section 1 of article 2 of the constitution be amended to read as follows:

Section 1 Every citizen of the age of twenty-one years, who shall have been a citizen for ninety days, and an inhabitant of this State one year next preceding an election, and for the last four months a resident of the county and for the last thirty days a resident of the election district in which he or she may offer his or her vote, shall be entitled to vote at such election in the election district of which he or she shall at the time be a resident, and not elsewhere, for all officers that now are or hereafter may be elected by the people, and upon all questions which may be submitted to the vote of the people, provided however that a citizen by marriage shall have been an inhabitant of the United States for five years; and provided that in time of war no elector in the actual military service of the State, or of the United States, in the army or navy thereof, shall be deprived of his or her vote by reason of his or her absence from such election district; and the Legislature shall have power to provide the manner in which and the time and place at which such absent electors may vote, and for the return and canvass of their votes [in the election districts in which they respectively reside].

Notwithstanding the foregoing provisions, after January first, one thousand nine hundred and twenty-two, no person shall become entitled to vote by attaining majority, by naturalization or otherwise, unless such person is also able, except for physical disability, to read and write English; and suitable laws shall be passed by the Legislature to enforce this provision.

§ 2 Resolved (if the Senate concur), That the foregoing amendment be referred to the Legislature to be chosen at the next general

POPUL
★ ILLIT

CLINTON
38029
★ 4724

7.8
99
78

SSEX
27249
★ 1813

REN
825
861

7
9
4

WASHINGTON
39738
★ 2124

ATOGA
666
2484

HTDY
0972
3719

RENSSELAER
103350
★ 2515

DIST 6

ANY
31987
65
★ 12400

COLUMBIA
34992
★ 1903

ST. 5
1047
1068

DUTCHESS
73444
★ 2879

STATIS
POPULATION
FOREIGN B
NON-ENGLISH
ILLITERATE
ILLITERATE
ALIENS, STAT

DIST 3
239042
★ 14806

PUTNAM
12200
★ 825

WESTCHESTER
226812
★ 13903

RICHMOND
68291
★ 2690
QUEENS
222177
★ 8374

election of senators, and in conformity with section 1 of article 14 of the constitution be published for three months previous to the time of such election.

PLANS FOR FUTURE AMERICANIZATION WORK IN NEW YORK STATE

It is proposed to divide the State into fifteen zones (see accompanying map). These zones have been worked out on the following basis: (1) purposes of administration (local), (2) number of illiterates and non-English speaking in each district (8 to 12,000), (3) natural geographical divisions.

It is proposed to organize under a director or supervisor a representative group of local Americanization committees, representing all the activities and forces functioning in Americanization service; for example, public schools, civic bodies, chambers of commerce, Rotary clubs, women's organizations, industries, foreign societies and leaders, social and civic forces including Y. M. C. A., Y. W. C. A., K. of C., Y. M. H. A. etc.

The function of this director will be to administer the State's activities through the local forces, to coordinate the local activities behind the public school *extension* program, to arouse and focus public attention and enlist volunteer activity upon constructive Americanization, to supervise the teachers trained in institutions, through local cooperation of public school authorities, and to arrange local training centers when and where needed.

The zone plan involves the following program of immigrant education:

- 1 Opening of evening schools
- 2 Extension and stimulation of evening school activities
- 3 Promotion of factory classes
- 4 Promotion of home classes
- 5 Promotion of community classes
- 6 Promotion of citizenship classes
- 7 Promotion of history and civics instruction
- 8 Participation by the foreign-born in the advantages which the State offers in agricultural lines: home demonstrations (Cornell), health education, visual instruction, vocational instruction and guidance, and civic activities

Various phases of this program have been successfully demonstrated in whole or in part in Syracuse, Rochester, Buffalo, Watertown, Albany and New York City and also in the northern counties.

Each zone involves the following types of Americanization work: (1) educational, (2) industrial, (3) social.

Governor Smith said in his Assembly message: "Ignorance is the greatest ally of our poor citizenship. It should be our objective that no person in this State who can be brought under our influence should be without the ability to read and write, or without a clear conception of our American institutions and ideals." New York may attain this supreme educational achievement if it will.

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- Bureau of Naturalization, Washington, D. C.
- Council of Jewish Women, 146 Henry st., New York, N. Y.
- Inter-racial Council, 120 Broadway, New York, N. Y.
- National Americanization Committee, 29 W. 39th st., New York, N. Y.
- National Catholic War Council, 930-32 14th st., Washington, D. C.
- National Security League, 19 W. 44th st., New York, N. Y.
- North American Civic League, Boston, Mass.
- Y. M. C. A.
- Y. W. C. A.

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Methods

- Goldberger, H. H. How to Teach English to Foreigners. A. A. Seiler & Co., New York
- Brown. Suggested Course of Study and Syllabus for Non-English Speaking Adults. Scribner. 1919

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University of the State of New York Bulletin

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Bibliography Bulletin 66

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ALBANY

THE UNIVERSITY OF THE STATE OF NEW YORK

1919

THE UNIVERSITY OF THE STATE OF NEW YORK

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With years when terms expire

(Revised to September 1, 1919)

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PREFATORY NOTE

THE LIBRARIAN'S PRESENT DILEMMA IN BOOK-BUYING¹

"A fox looked at his shadow at sunrise and said, 'I will have a camel for lunch today.' And all morning he went about looking for camels. But at noon he saw his shadow again—and he said, 'A mouse will do.'"

Librarians for four years have been looking not at their own shadow but at the shadow of the world war. They have been thinking, living, buying in that shadow. It has dominated them and their libraries. But one day almost without warning, they looked up, and lo, there was no shadow, so that many things that had seemed so important in the morning appeared of little significance at noon. New interests, new problems, fresh adjustments began to present their challenge.

In these transitional days, it will be only the alert, wide-awake librarian watchful of the signs of the times who can work out her professional salvation and that of her library. When a great book-seller fails because of miscalculations in his purchases, the librarian must take warning and be especially cautious in her selection. What was wanted in large duplication yesterday may lie idle on the shelves tomorrow.

¹ Paper by Mary Eastwood in *New York Libraries*, February 1919.

The first question that naturally comes to mind is "Will everybody now stop reading about the war?" Well, there will surely be a falling off of interest in certain types of war books, but the following quotation is the Cleveland Public Library's answer to the query:

"Most unexpectedly, the brisk demand for war books has flagged very little and on some phases of the subject has even increased.

"The steady and ever increasing demand at present is for books reviewing and analyzing the causes of the war, furnishing its historical, social, geographic and economic background and defining the psychology, spirit and aims of the countries which were in arms. An even more pressing and well-defined demand is for books on the outcome of the war, both those analyzing the general problems of the peace, and suggesting solutions therefor and those discussing the individual destinies of long-disputed territories or new-born democracies.

"Many of the personal narratives will live as stirring tales of adventure; many of the books on the "spiritual outcome" will not only tone up after-war morals, but will have a practical value in our period of adjustment; not a little of the war poetry will have a place in general anthologies because of its 'stern and high genesis' and its exaltation of human deeds and motives, less often perhaps, for its beauty of work, form and melody; a fair quantity of the fiction, especially that by French, and in fewer cases, by English writers, will live as high romance or as records of human reaction under the pressure of motives and conditions hitherto little analyzed."

But looming larger in general interest today than the war itself, are the problems of peace and reconstruction. These should have a conspicuous place in the selection of new titles. Involved in their solution are the subjects of rehabilitation of the wounded, the enforcement of peace, democracy and internationalism, the league of nations, the labor situation, the position of woman in industry, war finance and its relation to the high cost of living, and the future work of the church. In every community there must be thinking persons who will want enlightenment on these questions. Every librarian should be able to offer the best treatment of each. Help in the selection of books on these topics and others closely related can be found in the *Study outline in the problems of the reconstruction period*, revised ed., 1918, Association Press, N. Y., 25c, which appends short selected lists of books, pamphlets and magazines after each brief outline.

For the smaller libraries of this State, the traveling libraries section of the State Library has provided a happy solution of this problem by the compilation of a list,² which it is constantly revising, of the most important books now available on these topics, and by the purchase of such a generous supply of each of the titles listed that it is able to offer as loans to registered small libraries a limited number of such as may be desired. The list will therefore serve as an excellent suggestive buying list, or as a borrowing list, or both. The smallest and poorest library is thus left without excuse if it does not have something valuable for its readers in this field of present acute human interest.

To every community in the months to come our soldiers will be returning and many of them will wish to prepare themselves for new careers. The public library will fail to function as it should if it does not stand ready to supply immediately any book of vocational instruction needed by that soldier to make himself a better educated and more efficiently equipped member of society. Here is opened to the library not a *possibility* of service but an imperative duty which every librarian who realizes the importance of her responsibilities must meet. The librarian can secure lists of vocational books from the American Library Association, *War Service*, Library of Congress, Washington, D. C.

² See *New York Libraries*, February 1919, p. 165-66.

BEST BOOKS

The selection of 250 titles for recommendation in *Best Books* has been more than ordinarily difficult this year, because events have moved so rapidly, emphases have shifted so constantly and some books have become so unexpectedly out of date. The list as usual has been based on careful examination of the promising publications of the year, and upon the opinions of experts in special subjects and of librarians familiar with the books and the conditions of small libraries. A few of the titles may be out of date when the bulletin is printed; but, while the compiler is endowed with no prophetic powers, pains have been taken to select such books as it is hoped will still be needed when the bulletin is printed and will continue to be useful for some time to come.

One hundred books are starred as suggestions for first purchase. They are the books which will probably receive the widest reading or will be the most generally useful, but the selection in each case will vary and must be made to fit the needs of the community. Some books have been included for which some small libraries will feel no need. They have been listed because they are among the best books of the year and are excellent suggestions for purchase if the library wishes to buy a book on the subject.

Each entry in the list gives author, title, publisher, price, series (if any), classification number, Library of Congress order number, references to the best available reviews and a descriptive or critical note. When several good books on the same or closely related subjects have appeared, one is chosen to head the group, and the others are described in appended notes which attempt so to characterize each of the books that the librarian may select the one best adapted to her need.

Some of the most notable books of the year are the most expensive. As most small libraries should have some of them, they have been listed in order that the librarian may interest some generous, public-spirited person in presenting them to the library, or in the hope that the library itself may be able to buy them when they appear more cheaply on remainder or second-hand lists.

Prices on books are constantly advancing, and buyers may expect that many of the titles included here will have increased 10 per cent or more by the fall of 1919.

This list for 1918 has been prepared under the direction of Miss Mary Eastwood.

May 22, 1919

J. I. WYER, JR

REFERENCE BOOKS

- 355 *Williams, Dion. Army and navy uniforms and insignia. Stokes \$1.50
- 18-2798 "Presents, with a large number of illustrations and diagrams, information which tells the reader how to distinguish the rank, corps and service of an officer or private in the military and naval forces of the United States and also of foreign countries. Complete and well arranged." *Outlook*, 118:425.
Tells also how to know flags, medals, pennants, badges etc.
- 355.03 *Farrow, E. S. Dictionary of military terms. Crowell \$2.50
- 18-13665 Comprehensive, up-to-date (1918) dictionary of 12,000 military words and phrases, including slang and scientific terms, new and old. Includes a few plates showing distinguishing marks of army and navy. Pocket size, printed on Bible paper.
Nation, 108:27.

PHILOSOPHY, ETHICS

- 133 Clodd, Edward. The question: "If a man die shall he live again?" Clode \$2
- 18-4715 Forceful indictment of spiritualism, theosophy and Christian Science, paying particular attention to famous modern practitioners and replying in detail to Sir Oliver Lodge's *Raymond*.
Ath. Feb. 1918, 97; Dial 64:289.
- 150 Jastrow, Joseph. The psychology of conviction. Houghton \$2.50
- 18-11365 Brilliant, miscellaneous papers addressed to educated readers on the part played by prejudice and desire in creating conviction.
Contents: The psychology of conviction; Belief and credulity; The will to believe in the supernatural; The case of Paladino; Antecedents of the study of character and temperament; Fact and fable in animal psychology; "Malicious animal magnetism"; The democratic suspicion of education; The psychology of indulgence—alcohol and tobacco; The feminine mind; Militarism and pacificism.
Dial, 65:270; Independent, 95:64.
- 150 Swift, E. J. Psychology and the day's work. Scribner \$2
- 18-16976 Studies full of practical ideas for self-help, on the psychology of efficiency, fatigue, memory etc. Fully illustrated by incidents and examples. Index.
Nation, 107:630.

- 172 ***Bailey, L. H.** Universal service, the hope of humanity.
Sturgis & Walton \$1.25
- 18-6416 Not so much war-time military service as peace-time social service is the theme of this stimulating book. Offers suggestions toward the spirit in which men will need to meet the coming period of reconstruction.
N. Y. Times, 23:165, Apr. 14, '18; Survey, 40:200.
- 172 ***Lane, F. K.** The American spirit. Stokes 75c
- 18-9511 Thirteen short addresses by the Secretary of the Interior, all but one delivered 1914-17. Simple, patriotic and inspiring, they appeal both to adults and children. Includes his well-known "Makers of the flag."
Nation, 107:524; N. Y. Times, 23:223, May 12, '18.
- 177 ***Slattery, Margaret.** The American girl and her community. Pilgrim Press \$1.25
- 18-19592 Written for parents, teachers and club workers, it emphasizes the duty of American communities toward their girls: rural, suburban, city, business girls, schoolgirls, and girls at home. Bibliography.
Survey, 41:233.
- 178.5 ***Stelzle, Charles.** Why prohibition? Doran \$1.50
- 18-14091 Thorough refutation of the commonly heard economic arguments against prohibition; expressed in clear, forceful language for the purpose of convincing the average working man.
Survey, 40:591.

RELIGION

- 220 **Hodges, George.** How to know the Bible.
Bobbs-Merrill \$1.50
- 18-18802 Discusses simply, for the general reader, the origin and character of "this library of the Bible," considering the books in the light of modern scholarship, and noting with frequent quotations, the progress they show in religious ideals. Index.
- 261 **Bell, B. I.** Right and wrong after the war.
Houghton \$1.25
- 18-12013 Stimulating suggestions pointing out candidly the church's part in an era of reconstruction. *Contents:* The problem of restatement; Problems connected with the hunger urge; with the sex urge; of the local community; National and international problems.
Dial, 65:374; Nation, 108:171.
- 261 **Cope, H. F.** Religious education in the church.
Scribner \$1.25
- 18-10285 Author, general secretary of the Religious Education Association, deals with the varied activities of the church and urges their direction toward training and developing men and women for work in a Christianized social order. Index. References at chapter ends. *Cleveland Open Shelf.*
Outlook, 120:192, Oct. 2, '18; School R. 26:714; Survey, 40:478.

- 261 *Morse, Richard. Fear God in your own village.
Holt \$1.30
- 18-6438 Straightforward, convincing story of a wide-awake minister's attempt to give a practical religion to an American rural community through a neighborhood house, wholesome recreation, public health improvements, good roads, etc. Full of humor, good sense and suggestive ideas.
N. Y. Times, 23:301, June 30, '18; Survey, 40:26.
- 270 Walker, Williston. History of the Christian church.
Scribner \$3
- 18-6178 Comprehensive, nonsectarian survey of ecclesiastical history to the present day (1918). Supersedes G. P. Fisher's *History of the Christian church* (Scribner) as the best single-volume church history in English. Four maps, a chapter of bibliographic suggestions and a full index make it a convenient reference book.
Bib. World, n. s. 52:220; Cath. World, 108:107; Dial, 65:169.

SOCIOLOGY

- 308 *Wilson, Woodrow. President Wilson's state papers and addresses.
Doran \$2
- 18-13477 Useful compilation including all the President's messages to Congress, his inaugural addresses, important speeches, diplomatic notes and proclamations, from March 1913 to April 1918. Index.
N. Y. Times, 23:297, June 30, '18.
- 324.73 Porter, K. H. History of suffrage in the United States.
Univ. of Chicago Press \$1.25
- 18-22279 Clear, necessarily condensed outline tracing the political ideals, arguments, theories, social conditions and economic circumstances which since 1776 have led toward universal suffrage. Pays special attention to negro suffrage.
Bookman, 49:233; Nation, 108:130.
- 324.73 *Thompson, C. W. The new voter. Putnam \$1.50
- 18-26825 Popular treatise in dialog form seeking to explain the actualities of American, particularly New York, politics. Gives a lucid and remarkably truthful view of present conditions. A revision of *New York Times* articles and written in an easy, entertaining style, colloquial and often humorous.
- 18-7111 *The woman voter's manual*, by S. E. Forman and Marjorie Shuler (Century \$1 302), is based largely on Forman's *American republic* and describes the machinery of our federal, state and municipal governments, condensing and clarifying information found in the usual civics textbook. Gives a digest of the election laws of New York State. Of value to men as well as women.
- 18-6312 Mrs Raymond Brown's *Your vote and how to use it* (Harper 75c 302) also emphasizes New York laws and conditions. It deals concisely with organization of government and political parties and with the departments of public affairs in which women are most deeply concerned, as women offenders and the law, education, dependent and delinquent children, health etc. No index.
- 18-23061 *The citizen and the republic*, by J. A. Woodburn and T. F. Moran (Longmans \$1.50 353), is a school text treating the subject of government in the United States, and considering broadly many

subjects which belong to the "new" or "community" civics but not to the neglect of the principles of government. Useful references at chapter ends.

Brown, Nation, 106:661; Survey, 40:428.

Forman, Nation, 106:660.

Thompson, N. Y. Times, 23:268, June 9, '18.

- 325.73 *Talbot, Winthrop, ed.** Americanization. (Handbook ser.) Wilson \$1.50

18-1496 Compilation of selections from the works of famous men and modern writers. Covers principles of Americanism, essentials of Americanization and technic of race-assimilation, including the part of schools, libraries, the home, industry etc. Classified, annotated bibliography.

18-22981 Simpler, less general, and capable of more definite application, is *First steps in Americanization* 371.9 (Houghton 75c) by J. J. Mahoney and C. M. Herlihy, a handbook for untrained teachers which aims only to give clear, useful suggestions for teaching classes of immigrants how to talk, write and read English. Short annotated, classified bibliography.

- 330 Friedman, E. M. ed.** American problems of reconstruction. Ed. 3. Dutton \$4

18-20502 The economic and financial aspects of after-war problems treated in able, scientific papers by well-known specialists, the underlying idea of which is the attempt to determine what new conditions resulting from the war confront us and what suitable adaptation may be made to meet them. Good index. *American Political Science Rev.* 13:153 (adapted).

The Association Press, 347 Madison av., New York City, has prepared an excellent bibliographic aid to the study of all phases of reconstruction in its *Study outline in the problems of the reconstruction period*, 25c. Pamphlets and magazine references are listed as well as books.

Friedman, Dial, 66:258; New Repub. 18:155.

- 331.2 Burritt, A. W. & others.** Profit sharing. Harper \$2.50

18-6183 Careful and comprehensive investigation by three men who are at the head of large business concerns, and two men connected with universities. Their conclusions are, that when wisely applied, the principle of profit sharing is essentially sound. Bibliography. *The Booklist*, May '18.

Dial, 65:26; Nation, 107:711; New Repub. 15:324; No. American R. 207:777; Survey, 40:318.

- 331.8 *Henderson, Arthur.** Aims of labor. Huebsch \$1; paper 50c

18-26480 Brief, but important outline of the war aims and the postwar program of the British labor party—a program since adopted by interallied labor. Gives in appendix the labor documents "Memorandum on war aims" and "Labor and the new social order."

Dial, 64:399; New Repub. 15:179.

- 331.8 King, W. L. M. Industry and humanity. Houghton \$3
18-23060 "Study of the principles underlying industrial reconstruction." Subtitle.
Persuasive unpolemic presentation of the relations between capital and labor. Author advocates the principle of cooperation and partnership by which labor would share in the profit and management of industry. "Let labor and capital unite under the inspiration of a common ideal and human society itself will become transformed." Interesting and suggestive though hardly simple. Charts and index.
Independent, 97:233.
- 334.5 Harris, E. P. & others. Co-operation, the hope of the consumer. Macmillan \$2
18-8122 Thoughtful criticism of the present system of distribution and an outline, largely based on the successful Rochdale plan, for co-operative buying among American consumers. Outlook, 119:322.
Survey, 40:317.
- 341.6 *Oppenheim, L. F. L. The league of nations and its problems. (Contributions to international law and diplomacy) 1919. Longmans \$2
19-3004 History is being made so rapidly that any selection of titles on the league would doubtless be superseded before *Best Books* is printed. The book above is one of the best statements of the whole case for and against a league. It "draws attention to the links which connect the proposed league of nations with the past, to the difficulties involved in the proposal, and to the way in which they can be overcome."
- 342.73 West, H. L. Federal power: its growth and necessity. Doran \$1.50
18-17992 Short, readable review of the development of centralized power in our government from the appointment in 1801 of John Marshall as chief justice of the Supreme Court to the unprecedented exercise of federal power during the great war. Author believes it may increase dangerously and recommends a cabinet responsible to Congress.
New Repub. 17:108; N. Y. Times, 23:414, Sept. 29, '18.
- 351.7 Fitzpatrick, E. A. Budget making in a democracy. (Citizen's lib.) Macmillan \$1.50
18-20678 Well-written book on a timely subject. Opens with a comprehensive survey of budget practice and theory in the United States and proceeds to criticize with great acumen the proposals for an executive budget, making the problem of the budget the legislative one of securing the greatest social service from a given expenditure. Wisconsin Bulletin.
- 353 *Franc, Alissa. Use your government. Dutton \$2
18-7400 Describes in concise, readable form the working of many United States government bureaus and their specific practical aid, mainly economic, to the farmer especially, but also to business men,

settlers, immigrants, workingmen, negroes, women and children. Illustrated.

Dial, 65:217; N. Y. Times, 23:221, May 12, '18; Survey, 40:318.

355.04 Azan, P. J. S. Warfare of today. Houghton \$2

18-7427 Authoritative, only slightly technical discussion of present-day methods of warfare, by the chief of the French instructors in the training camps of this country. Invaluable to anyone wishing to follow the war's progress.

Nation, 107:206; N. Y. Times, 23:182, Apr. 21, '18; No. American R. 207:923.

364 Woods, Arthur. Crime prevention. Princeton Univ. Press \$1

18-14370 Not a comprehensive treatment of the subject but brief, hopeful chapters addressed to the ordinary citizen on the possibilities of reducing the number of law-breakers by studying the causes of crime and taking preventive action. Result of author's experience as police commissioner of New York.

Nation, 107:780.

369.46 Ferris, H. J. Girls' clubs. Dutton \$2

18-16564 Manual for leaders and members on organization, management, opportunities, value etc., of indoor and outdoor clubs, covering every phase of the work. Bibliography, and model constitutions. Illustrated.

Survey, 41:106.

385 Dunn, S. O. Regulation of railways. Appleton \$1.75

18-9802 Constructive discussion of present railway conditions in the United States, favoring private management under an improved system of government regulation, a tentative plan for which is proposed. Gives also a full account of Canada's experience in government ownership. Author, editor of the *Railway Age*. Index.

Rev. of Rev. 57:668.

396 Bres, R. F. Maids, wives and widows. Dutton \$2

18-11283 "The law of the land and of the various states as it affects women." *Subtitle*. Opening chapters consist of popular treatments of woman's legal status, marriage and divorce, mothers' pensions, child labor, contracts and forms, and law as a profession for women. A digest of the laws of the several states which affect women and minors occupies half the book. Enlarged from author's *The law and the woman* now out of print. Lacks an index.

New Repub. 16:54.

396 Hollister, H. A. The woman citizen. Appleton \$1.75

18-20009 Surveys woman's status in law, the home and society, her position and achievements in religion, industry and other fields of service; and in the light of this discusses adjustments needed in the education of women to fit them for fuller participation in national life. Bibliography.

Survey, 41:357.

FOLKLORE

- 398.2 Coster, Charles de. Legend of the glorious adventures of Tyl Ulenspiegel in the land of Flanders and elsewhere; tr. from the French by Geoffrey Whitworth. McBride \$2.50

19-26161 Excellent rendering, somewhat abridged, of the most notable example of modern Belgian literature—a Rabelaisian epic of Flemish life at the period of the revolt against Philip II of Spain and the Spanish Inquisition. Vigorous, lively, abounding alike in humor and horror. First English translation. Twenty woodcuts by Albert Delstanche.
Nation, 107:776; Sat. R. 126:1066.

EDUCATION

- 371.3 *Heniger, A. M. H. Kingdom of the child. Dutton \$1.50

18-20651 Persuasive exposition of the educational value of children's dramatic instinct, with an attractive account of methods by which appeal to that instinct may be made. By the founder and manager of the Children's Educational Theater at Columbia University. Charming illustrations from its plays.
Dial, 65:630.

- 371.42 *Leake, A. H. Vocational education of girls and women. Macmillan \$1.60

18-7933 Careful, clear consideration of the problems involved in the preparation of girls for effective work in household arts and business positions, placing emphasis on the weakness of present systems but optimistic in plans for future progress. Includes a chapter on the servant question. Companion volume to author's *Industrial education and Means and methods of agricultural education*. Illustrations and charts, index and classified, annotated bibliography.

18-1172 *The vocational guidance movement* 374 by J. M. Brewer (Macmillan \$1.25) is "a comprehensive, well-organized discussion, for students, teachers, social workers and others interested, of the whole field of vocational guidance, providing an intelligent perspective of its problems, achievements and possibilities." *Survey*, 40:167 (adapted).

Appendix contains a glossary, bibliography, "problems and questions" on each chapter and indexes which combine to make it an excellent textbook.

18-6192 *Vocational education* by Emily Robison (Handbook ser. Wilson \$1.25) is a useful compilation of articles by many authorities, so classified as to afford comment on all phases of the subject. Bibliography of 40 pages.

Brewer, Elem. School J. 18:551; *Survey*, 40:167.

Leake, Nation, 106:657.

Robison, Elem. School J. 18:640; *Survey*, 40:25.

- 371.42 Marot, Helen. Creative impulse in industry. Dutton \$1.50

18-15045 Study of the reconstruction problem of maintaining industrial efficiency without Prussianizing the worker. Offers in tentative

solution a well-thought-out scheme of education aiming to restore to cooperative industry the joy of creative labor. Brilliant, stimulating and suggestive.

Dial, 65:207.

- 371.6 *Ayres, May, Williams, J. F., & Wood, T. D. Healthful schools; how to build, equip and maintain them. (Riverside textbooks in education)

Houghton \$1.50

- 18-14212 Clearly written, authoritative study of the present field of school hygiene: schoolhouse construction, fire protection, lighting, sanitation, medical inspection, supervision, playground activities, outdoor classes, and school feeding. Index. Selected references at chapter ends.

Nation, 107:811.

- 371.9 Swift, W. B. Speech defects in school children. (Riverside educational monographs).

Houghton 75c

- 18-3976 Practical suggestions and methods for curing speech defects, as stuttering, nasal tones, etc. By a medical specialist with experience in clinics for speech defects. Clear and convincing in statement of importance of the work in first years, and of a "part-time" rather than a special teacher. Valuable to parents and every American classroom teacher.

Elem. School J. 18:636; Survey, 40:169.

- 372 *Cather, K. D. Educating by story-telling. (Play school ser.)

World Bk. Co. \$1.60

- 18-17423 Treats of the theory and art of story-telling, working out on the basis of experience a detailed plan which busy mothers and teachers may follow in efforts to lead children to an appreciation of the fine in art, letters and conduct. List of stories by months for each school grade. Full bibliography.

- 374 Jackson, H. E. A community center. Macmillan \$1

- 18-10970 "What it is and how to organize it." Defines the need and aims and describes work of different types, giving a model constitution. Practical, suggestive, inspiring. Published first as a bulletin of the United States Bureau of Education.

- 18-20034 More detailed is I. C. Clarke's *The little democracy* (Appleton \$1.50), which gives an account of the movement and provides plans for community buying, banking, gardens, markets, kitchens, music, drama and clubs for young people and adults. Also contains Doctor Jackson's model constitution.

Clarke, Survey, 41:404.

Jackson, Survey, 40:430.

- 379 Arp, J. B. Rural education and the consolidated school. (School efficiency monographs)

World Bk Co. paper 99c

- 18-7934 Constructive investigation of the rural school problem seeing its solution in the consolidated school.

"Nowhere, perhaps, is there so much of value in regard to the consolidated school." Ernest R. Groves in *Survey*, 40:718. Bibliography.

Nation, 107:267.

NATURAL SCIENCE

See also Children's books, p. 46

- 575.1** **Downing, E. R.** The third and fourth generation.
(Publications in religious education: constructive studies) Univ. of Chicago Press \$1
- 18-2699** Simple, clear and interesting introduction to the study of heredity intended primarily for young people of high school and college age, but appealing to all readers intelligently interested in eugenics. Bibliography.
Elem. School J. 18:553; School R. 26:228; Survey, 40:26.
- 581.3** **Lovell, J. H.** The flower and the bee. Scribner \$2
- 18-11522** Popular but accurate account of pollination by wind or insects treated in such chapters as: Bees which visit only one kind of flower; Butterfly flowers; The colors of North American flowers. Of practical value to bee-keepers and fruit growers and made exceedingly attractive by the 120 remarkably clear illustrations nearly all from the author's own flower-photographs. Full index.
- 595.7** **Fabre, J. H. C.** Wonders of instinct; tr. by Alexander Teixeira de Mattos and Bernard Miall.
Century \$3
- 18-10794** Fourteen happily written papers on the psychology of grasshoppers, beetles, caterpillars and other insects, the result of the author's tireless observation and experiment. Twenty illustrations from photographs. Index.
Ath. Mar. '18:149; Nation, 106:765; N. Y. Times, 23:234, May 19, '18; Spec. 120:470, May 4, '18.
- 595.7** ***Lutz, F. E.** Fieldbook of insects. Putnam \$2.50
- 18-5513** Attractive handbook, with special reference to the insects of the northeastern United States, aiming to answer common questions about some 1400 species. Uniform with F. S. Mathew's field-books on birds, trees and flowers. Nearly 800 illustrations, many in color. Habitat, plant and entomological indexes. Large pocket size.
Nation, 106:512; N. Y. Times, 23:233, May 19, '18.
- 598.2** ***Henshaw, H. W.** Book of birds.
National Geographic Soc. \$2
- 18-5769** Brief but sufficient descriptions of appearance, habitat and economic status of each bird accompany the excellent photographs from life and the attractive colored illustrations by Louis Agassiz Fuertes which have appeared in the *National Geographic Magazine* during the last five years. There are also articles on bird migrations, photographing birds, encouraging birds around the home, etc. Excellent for amateurs. Separate indexes to game and other birds.
- 19-26026** *Wild animals of North America* 599 by E. W. Nelson (National Geographic Soc. \$3) is also a reprint from the *National Geographic Magazine* (numbers for November 1916 and May 1918). It "consists of a series of capital life studies of the most important big and small mammals of North America, with admirable colored

- 18-13161 This is well supplemented by *Practical flying* 629.17 (Doran \$1.50) by W. G. McMinnies, an English flight commander, which treats only briefly of engines and devotes most space to actual flying, the use of instruments, map reading, night flying, clothing etc. Well illustrated. Glossary.
Pagé, Nature, 101:242.
- 629.2 Brokaw, H. C. & Starr, C. A. Putnam's automobile handbook. Putnam \$1.90
- 18-8709 Based on the course at the West Side Y. M. C. A. Automobile School, New York City.
"Useful general information and practical suggestions for the owner of the car, with some illustrations. For the mechanic and chauffeur, the best all-round single volume is still probably Pagé's *Modern gasoline automobile*." *Cleveland Open Shelf*.
- 654 Hayward, C. B. How to become a wireless operator. American Technical Soc. \$1.50
- 18-10420 For home study, giving a presentation of the theory of electrical waves, their propagation and adaptation to wireless communication, instructions how to operate wireless devices and how to comply with government requirements for operators. Sample questions and answers from government examination papers. Illustrations and diagrams; index.
- 658 Whitehead, Harold. Dawson Black: retail merchant. Page \$1.50
- 18-13453 Excellent advice for the retail storekeeper, given in racy, colloquial language as the personal experience of a young man who buys a hardware store in a New England town. Discusses profit sharing, window trimming, the pros and cons of trading stamps, giving service, etc.
Independent, 97:233.
- 696 *Dibble, S. E. Elements of plumbing. McGraw \$1.50
- 18-3806 Detailed directions and numerous illustrations describe practical methods in common use for the beginner without technical instruction. Includes chapters on water supply, gas-fitting and plumbing codes. Index.

HEALTH AND HYGIENE

- 610 Cabot, R. C. Training and rewards of the physician. (Lippincott's training ser.) Lippincott \$1.25
- 18-26174 Brief, candid, readable statement for those who have chosen medicine as their profession, of the four kinds of work open to a physician—teaching, general practice, specialization and public health work—the training for each, and opportunities, difficulties and rewards of the profession. Illustrations.
- 18-5055 *Medicine as a profession* by D. W. and E. W. Weaver (Barnes \$1.50) is less inspiring but more definite and intended for young people who have not yet chosen an occupation. It is much more detailed as to kinds of work, including army, navy, Indian and Philippine service, medical missions, etc. Chapters on

the history of medicine, women in medicine, medical laws and ethics. Illustrations, classified bibliography, statistical tables and index.

Cabot, American Jour. of Public Health, Apr. 1918, p. 315;
Lit. Digest, 57:46, Apr. 27, '18; Survey, 40:108.

Weaver, Nation, 107:810.

- 613 *Howe, G. L. How to prevent sickness. Harper \$1.25

18-20791 Practical advice on simple precautions to take in order to maintain health, by the medical director of the Eastman Kodak Company. Addressed primarily to industrial workers.
Survey, 41:231.

- 614 *Broadhurst, Jean. Home and community hygiene.
(Lippincott's home manuals) Lippincott \$2

18-19374 Accurate, up-to-date, not too technical for the average adult. Deals with all the subjects related to disease prevention, and health preservation, including food, water, the home, schools, rural and urban conditions and other topics of general interest. Good illustrations, index and bibliography.
Nation, 107:711.

AGRICULTURE

See also Children's books, p. 47

Small libraries with insufficient book funds should spend little money on books of agriculture as the United States Department of Agriculture publishes excellent up-to-date "Farmers' bulletins" covering all subjects. These can usually be obtained free from the Department or for five cents from the superintendent of documents, Washington.

- 632 Crosby, C. R. & Leonard, M. D. Manual of vegetable-garden insects. (Rural manuals) Macmillan \$2.50

18-22016 Nontechnical reference or textbook giving in "concise and usable form what is known in regard to the habits, life history and control of the insect enemies of vegetable-garden crops in the United States and Canada." A chapter on insecticides. Illustrations from photographs and diagrams. Bibliographical references for each insect. Index.

18-14813 *Injurious insects and useful birds* by F. L. Washburn (Lippincott's farm manuals, Lippincott \$2) is also intended for a popular reference book. It gives much the same facts as the other and like it groups pests by the crop attacked but being much wider in scope is necessarily less detailed. Covers also insects affecting all kinds of crops, forests, animals and man. Only one chapter on birds. Many illustrations from photographs and diagrams, some in color. Index.

- 632 Rankin, W. H. Manual of tree diseases. (Rural manuals) Macmillan \$2.50

18-22017 Treats authoritatively of the general diseases and injuries of seedlings, leaves, trunks, branches and roots, and of the special diseases afflicting 28 of the more familiar ornamental and shade trees. One chapter on tree surgery. Bibliographies, index.

- 634.9 Boerker, R. H. D.** Our national forests. Macmillan \$2.50
- 18-18150 Popular reference book dealing with the creation, administration and protection of the national forests and the sale and rental of forest resources. Eighty excellent halftone photographs. Table of areas of national forests and full table of contents, but no index.
Dial, 66:204.
- 635 Findlay, Hugh.** Practical gardening. Appleton \$2
- 18-7544 Excellent advice to home gardeners on raising vegetables and small fruits; 77 pages on "what to do month by month." Index, charts, photographs and drawings.
Lit. Digest, 57:40, June 8, '18; Nation, 107:18; Rev. of Rev. 57:552.
- 636.3 Coffey, W. C.** Productive sheep husbandry. (Lippincott's farm manuals) Lippincott \$2.50
- 18-23270 Clear, systematic manual by the professor of sheep husbandry in the University of Illinois. Treats of structure, judging, breeds, management and feeding. Emphasizes the farm flock. Index, questions at chapter ends, and over 200 useful illustrations.
- 637 Thom, Charles & Fisk, W. W.** Book of cheese. (Rural textbook ser.) Macmillan \$1.90
- 18-14223 Describes modern, mainly American, processes of making and handling important varieties of cheeses. Addressed to the student, the beginner in cheese-making, to manufacturers, housekeepers, and teachers of domestic science. Scattered, copious bibliography.

DOMESTIC ECONOMY

- 640 Nesbitt, Florence.** Household management. (Social work ser.) Russell Sage Foundation 75c
- 18-6918 Practical little book addressed primarily to social workers who are interested in teaching poor families how to secure proper diet, clothing and cleanliness at least cost, but of value to any one called to meet increased expense, especially for food, upon a small income. Particularly useful diet lists.
Dial, 64:456; Survey, 40:199.
- 641 *Neil, M. H.** Economical cookery. Little \$1.50
- 18-15046 Contains 700 inexpensive recipes personally tested by the author who was formerly cookery editor of the *Ladies Home Journal*. Includes chapters on chafing-dish and invalid cookery, vegetarian dishes, candies, preserving and pickling. Menus, time tables for cooking, over 70 illustrations from photographs, index.
- 18-7306 *Economy cook book* by M. M. Gillmore (Dutton \$1) is a smaller book without illustrations, but also covering all kinds of dishes. Written during the war it is still timely for its emphasis on vegetables, meat substitutes and ways of making meat go as far as possible. Chapter on cooking dried fruits and vegetables. Menus, index. Bound in white oil cloth.
Gillmore, N. Y. Times, 23:286, June 16, '18; Survey, 40:234.
Neil, Nation, 108:258.

- 643 **Peabody, H. C. ed.** Homemakers' questions and answers. Atlantic Monthly Press \$1
- 19-1818 . Little handbook consisting of replies to actual questions put to the readers' service department of *The House Beautiful* magazine, relating to building, remodeling, furnishing, decorating and gardening.
- 644 ***Keene, E. S.** Mechanics of the household. McGraw \$2.50
- 18-8009 Practical and nontechnical treatment of the principles and mechanism of modern household mechanical appliances. Includes heating, plumbing, water supply, sewage disposal, ventilation, fuels and electricity under both urban and rural conditions.
- 647.1 ***Taber, C. W.** Business of the household. (Lippincott's home manuals) Lippincott \$2
- 18-19369 Detailed, useful handbook on the business of housekeeping, of interest to homemakers, both men and women, and students of home economics. Income, food, accounts, the budget, methods of saving, and the legal status of the family are discussed. References at chapter ends to books and government documents.
Survey, 41:169.

FINE ARTS

- 720.9 **Kimball, Fiske & Edgell, G. H.** History of architecture. (Harper's fine arts ser.) Harper \$3.50
- 18-6423 Comprehensive and, considering its necessary condensation, a remarkably readable account of architectural development from prehistoric times. Emphasizes modern, occidental practice. Embodies the latest results of archaeology and critical study of the art itself and in its relation to the evolution of civilization. Profuse illustrations, bibliographies etc.
Dial, 64:454; Nation, 107:301.
- 778 ***Freeburg, V. O.** Art of photo play making. Macmillan \$2
- 18-6932 Thoughtful and entertaining discussion of the principles and possibilities of photo play composition, addressed to photo playgoers. Author hopes to foster a more discriminating public opinion and to make possible more artistic production. *Cleveland Open Shelf*.
Telling examples of good and bad composition given in the illustrations.
Dial, 65:257; Nation, 107:178.

MUSIC

- 780 **Mason, D. G.** Contemporary composers. Macmillan \$2
- 18-18962 Six interesting and authoritative essays: Democracy and music; Richard Strauss; Sir Edward Elgar; Claude Debussy; Vincent d'Indy; Music in America. Completes the series of studies of great creative musicians begun in *Beethoven and his forerunners* and continued in *The romantic composers* and *From Grieg to Brahms*.
Dial, 66:241; Rev. of Rev. 58:669.

AMUSEMENTS AND SPORTS

See also Children's books, p. 47

- 792 **Calvert, Louis.** Problems of the actor. Holt \$1.60
- 18-9429 Most readable chapters on the essentials of good acting and of success in acting. Written from full experience as actor and stage-director and because of high standards and ideals, stimulating as well as informing.
Nation, 107:23.
- 793 **Burchenal, Elizabeth, ed.** American country dances, v. I. Schirmer \$2.50
- 18-14393 Collection of some of the old country dances which are essentially American, including both music and directions. Highly recommended by teachers of physical training.
- 793 ***Geister, Edna.** Ice-breakers. Woman's Press \$1
- 18-11100 Useful compilation of games and stunts for large or small groups of men and girls. Compiled by a Y. W. C. A. recreation secretary, and tested successfully.
Survey, 40:429.
- 793 ***Mackay, C. D'A.** Patriotic drama in your town. Holt \$1.35
- 18-21112 Urges the importance of community drama especially as an aid to Americanization; advises the establishment in every town of "little theaters" and outdoor stages and gives excellent practical suggestions for the production of pageants and amateur plays, celebrations of national holidays and Christmas. Definite plays are mentioned with directions for obtaining them and the text of one festival is included.
Rev. of Rev. 58:667.

ESSAYS, LITERARY HISTORY, ETC.

- 070 **Bleyer, W. G. ed.** The profession of journalism. (Atlantic texts) Atlantic Monthly Press \$1
- 18-9994 Collection of eighteen articles of very general interest, by newspaper and magazine editors and writers of long experience, reprinted from the *Atlantic Monthly*. They take up every phase of journalism including newspaper morals, "the waning power of the press," tendencies and dangers, country journalism, book-reviewing, the colored supplement, etc. Classified bibliography and "notes on the writers."
Survey, 40:376.
- 808.8 ***Harper, Wilhelmina, comp.** Story-hour favorites. Century \$1.25
- 18-17760 Nineteen short stories adapted for reading aloud or telling to children. Compiler is a children's librarian and selection is based largely on her own experience. Includes Wilde's "The happy prince," Alden's "Why the chimes rang," and Collodi's "Pinocchio" (in part).
- 813 **Woodberry, G. E.** Nathaniel Hawthorne, how to know him. Bobbs-Merrill \$1.50

- 18-18776 Careful, sympathetic estimate of his literary work consisting in large part of well-selected quotations from it. In author's *Nathaniel Hawthorne*, American men of letters series (*Best Books* 1902) Hawthorne's life is the primary consideration.
Dial, 65:627; Nation, 108:202.
- 814 **Atlantic classics, 2d ser.** Atlantic Monthly Press \$1.25
- 18-3556 Seventeen essays by as many authors, reprinted from the *Atlantic Monthly*. Like the first series they are on varied subjects and excellent in style.
N. Y. Times, 23:125, Mar. 24, '18.
- 814 ***Bergengren, Ralph.** The comforts of home.
Atlantic Monthly Press 75c
- 18-13129 Delightful short essays viewing in humorous vein modern comforts in the home. Discusses getting settled, open fires, the furnace, kitchens, the plumber, the porcelain tub, the guest chamber.
Dial, 65:380.
- 814 ***Holliday, R. C.** Walking-stick papers. Doran \$1.50
- 18-20171 Diverting and original; called by the author "little records of some excursions made by a visiting mind," they present with equal happiness thumbnail sketches of living authors and a discussion on the psychology of carrying a cane. Nearly all are reprinted from magazines.
Bookman, 48:478; Dial, 65:419.
- 814 **Kirkland, Winifred.** The joys of being a woman.
Houghton \$1.50
- 18-17480 Twenty-two vivacious papers on such subjects as A man in the house; My clothes; My mother's gardeners.
"Delicate satire and wit gleam through the happy pages, while a friendly humor and a sympathy which is inexhaustible offer a gratefully human warmth to all." *Boston Transcript*.
Dial, 65:218; Independent, 96:64.
- 821 **Palmer, G. H.** Formative types in English poetry.
Houghton \$1.50
- 18-22193 Sketches in broad outlines the chief poetic influences of English literature, choosing for the purpose Chaucer, Spenser, Herbert, Pope, Tennyson and Browning, to each of whom the author gives a competent essay in which biography is mingled with an analysis of the subject's particular contribution to the English Parnassus.
Dial, 66:253.
Nation, 108:260.
- 821 ***Phelps, W. L.** Advance of English poetry in the twentieth century. Dodd \$1.50
- 18-18493 Suggestive, informal comment upon some hundred modern English, Irish and American poets, from Henley to Alan Seeger, with illustrative extracts and useful biographical sketches. Appeared in the *Bookman*. Index.
Dial, 65:627; Nation, 108:198; New Repub. 17:379.
- 823 **Follett, H. T. & Follett, Wilson.** Some modern novelists.
Holt \$1.50

- 18-2919 Critical studies as readable as illuminating, of Meredith, Gissing, James, Howells, Hardy, De Morgan, Phillpotts, Arnold Bennett, H. G. Wells, Galsworthy, Edith Wharton, Conrad, and a group of the "younger generation," in particular, W. B. Maxwell, Theodore Dreiser and Ethel Sidgwick.
 "Has the advantage and disadvantage of a central theory: namely, that the distinctive characteristic of modern fiction is its intensification of the feeling of human solidarity." *Nation*, 106:764.
 Dial, 64:233; Lit. Digest, Apr. 13, '18:44; Outlook, 118:380.
- 851 Sedgwick, H. D. Dante. Yale Univ. Press \$1.50
- 19-1435 Excellent book for beginners who wish to enjoy the spiritual teaching of the *Divine comedy* without becoming students of the period. Treats in detail the structure and symbolism of that work, leading up to its appreciation by explanatory chapters on Dante's life, character and other writings. Portrait, appendix and index.
Nation, 108:697.

DRAMA

See also Children's books, p. 48

- 808.2 Eliot, S. A. ed. Little theatre classics, v. 1. Little \$1.50
- 18-19312 Famous dramas cleverly cut down into one act plays for little theater use. Contains *Polyxena*, from the *Hecuba* of Euripides; *A Christmas miracle play*, condensed from *The pageant of the shearmen and tailors* in the Coventry cycle; Marlowe's *Doctor Faustus*; *Ricardo and Viola*, the sub-plot of Beaumont and Fletcher's *Coxcomb*; and *The scheming lieutenant*, from Sheridan's *St Patrick's day*. Well adapted to amateur production.
- 18-13985 *The lost pleiad* 812 (James T. White & Co. \$1.25) by Jane Dransfield, is a delicate poetic fantasy in two acts. It can be staged simply and acted effectively by students in high school or college and other amateurs.
 Eliot, Bookman, 48:377; *Nation*, 108:482; *Survey*, 41:202.
- 822 *Barrie, J. M. What every woman knows. (Uniform ed.) Scribner \$1
- 18-14848 A comedy with the author's familiar charm. The sensible, capable wife of an ambitious man who has never loved her discovers that he does love someone else and summons her wit to cope with the situation. Successful as an acting play, the addition of the author's inimitable stage directions makes it equally satisfactory for reading.
- 18-21655 In his *Echoes of the war* (Scribner \$1.50) the four little plays: The old lady shows her medals; The new word; Barbara's wedding; A well-remembered voice: "are so well furnished with direction and commentary as to have the effect of stories." At once tender and whimsical, fanciful and homely, they pluck at our heart-strings with their poignant pictures of English life during the great conflict.
Echoes of the war, *Nation*, 108:56; *Spec.* 121:657, Dec. 7, '18.
What every woman knows, Bookman, 48:764.
- 822 Bennett, Arnold. The title. Doran \$1
- 18-17471 Clever, sparkling English comedy, lightly satirical and very amusing. Plot turns upon the dilemma of Mr Culver, war worker,

offered a baronetcy his refusal of which Mrs Culver refuses to consider. Good to read aloud.

Nation, 107:236.

- 822 Calthrop, D. C. & Barker, Granville.** The harlequinade. Little \$1.25

18-5865 Whimsical play in five fantastic episodes depicting the fashions in drama down the centuries through the history of Harlequin and Columbine. Could be acted by ambitious amateurs.

Dial, 64:450; Nation, 107:132.

- 842 *Maeterlinck, Maurice.** The betrothal. Dodd \$1.50

18-21760 A fairy play in five acts, sequel to *The blue bird*. Here Tytlyl, seven years older, goes seeking a sweetheart under the guidance of Fairy Berylune and meets with odd adventures. Delightful in its symbolism and play of delicate fancy.

18-19907 His *Burgomaster of Stilemonde* (Dodd \$1.75) on the other hand, is a war drama in which the homely, unheroic burgomaster of a Belgian town gives his life to save his people from the undeserved vengeance of the German conquerors.

"As a reasoned dialogue developing the contrast between two philosophies of life, the play is admirable for its moderation, for its clear and delicate ethical discriminations." *Nation*, 108:578.

Betrothal, Nation, 107:671.

Burgomaster, Dial, 66:312; Nation, 108:511; Outlook (Eng.) 42:329.

ANTHOLOGIES AND POETRY

See also Children's books, p. 52, 53

- 811 Rittenhouse, J. B.** The door of dreams. Houghton \$1

18-5144 "Tiny book of verse, more distinguished for grace and perfection of form than warmth of inspiration." *Cleveland Open Shelf*. Some few are of unusual beauty, melody and poetic charm.

Bookman, 47:207; Nation, 106:654.

- 821 Graves, Robert.** Fairies and fusiliers. Knopf \$1

18-18113 "Short poems on many subjects. Its fusiliers are grim and its fairies are light and whimsical, but there is little exploiting, either of sentimentality or realism. Rather they keep the middle ground, not stirring one to the depths, and often ironically humorous." *The Booklist*.

Author, a young soldier in the Royal Welch Fusiliers.

Bookman, 48:754; Dial, 64:103, 65:214.

- 821 Nichols, Robert.** Ardours and endurances.

Stokes \$1.25

18-26753 Takes its title from a sequence of war poems, remarkable for their "high spiritual and poetic quality," but contains also notable verses on classic and romantic themes, partly reprints. Best known of these is "A faun's holiday." Portrait.

Ath. Aug. 1917:414; Lit. Digest, Feb. 16, '18:33.

- 821 Sassoon, Siegfried.** The old huntsman; and other poems. Dutton \$2

18-17842 Title poem is the reverie of an old English huntsman lovingly reviewing his vigorous past. Perhaps a third is war verse, inspired

by first-hand experience. The remaining lyrics are concerned with nature, the joy of life, the gropings of humanity and are charming in phrase and music.

Nation (Eng.) 21:278; New Repub. 14:330; N. Y. Times, 23:33, Jan. 27, '18; Spec. 118:613, June 2, '17.

821.08 Foxcroft, Frank, *ed.* War verse. Crowell \$1.25

18-17205 Collection of over 200 poems; not of so high literary quality as G. H. Clarke's *Treasury of war poetry* (Best Books 1917, p. 36) with which it has some 20 entries in common, but includes many popular titles not in that and a larger proportion by soldiers. Only two or three by Americans. Index of titles only.

Bookman, 48:324; Dial, 66:50.

821.08 Richards, Mrs G. M. *ed.* The melody of earth. Houghton \$1.50

18-7619 Anthology of 275 garden and nature poems by present-day poets "reflecting the melody and harmony of nature's forces." Indexes of authors, titles and table of contents.

N. Y. Times, 23:260, June 2, '18; Rev. of Rev. 57:444.

HUMOR

817 Smith, E. B. After they came out of the ark. Putnam \$2.50

18-22031 Engagingly humorous yet artistic pictures continue the adventures of the Noah family and the animals from *The story of Noah's ark* (Houghton 1905, \$1.75). The slight text is written for grown-ups but children also will appreciate the illustrations.

817 *Strunsky, Simeon. Little journeys toward Paris, 1914-1918. Holt 60c

18-13318 "A guide book for confirmed tourists, by W. Hohenzollern," mirth-provoking as a burlesque of Baedeker and thought provoking as a satire upon German methods of world conquest. Humorous index.

N. Y. Times, 23:354, Aug. 18, '18.

DESCRIPTION AND TRAVEL

See also Children's books, p. 49

910.4 *Riesenberg, Felix. Under sail. Macmillan \$2.50

18-17649 Vivid, interesting account of the sailor author's first voyage. In 1898 he shipped in New York as ordinary seaman in one of the last of the wooden American sailing vessels and sailed to Honolulu and back around Cape Horn. Illustrated from his sketches. Unusually good physical make-up for a wartime book. Dial, 65:432.

914.7 *Poole, Ernest. The village. Macmillan \$1.50

18-21645 In graphic narrative style and quoting many conversations, author gives his impressions of Russian villagers—small land-owners, priests, school teachers, peasants—their life, character, aspirations and views as to the solution of Russia's difficulties. English title *Russian impressions*.

Bookman, 48:719; Nation, 108:357.

- 915.1 Andrews, R. C. & Y. B.** Camps and trails in China. Appleton \$3
- 18-14668 The personal side of the Asiatic zoölogical expedition (1916-17) of the American Museum of Natural History. Of general interest in its popular chapters on experiences of travel, sporting adventures and observations of people, plants and animals encountered in Chinese Yünnan, near Tibet. Numerous good halftone photographs, and two maps.
Dial, 66:150, N. Y. Times, 23:405, Sept. 22, '18.
- 915.2 Kirtland, L. S.** Samurai trails. Doran \$2.50
- 18-22889 Picturesque narrative of the adventures and impressions of two Americans who, with their Japanese college friend, take a month's walking trip through parts of Japan unfrequented by the tourist and enjoy intimate glimpses of the primitive life of the country. Twelve good illustrations from photographs. Glossary.
- 18-9279 Somewhat less readable but much more informing is J. I. C. Clarke's *Japan at first hand* (Dodd \$2.50) which, while it contains many interesting anecdotes of travel and Japanese life, has the more serious purpose of describing national characteristics, economic conditions, business achievements, with the object of dispelling anti-Japanese feeling and the tradition of "Asiatic mystery." Chapters on Korea and Manchuria. Over 120 illustrations from photographs, some excellent, some poorly reproduced. Index.
Clarke, Lit. Digest, 57:36, June 8, '18; Nation, 107:627; N. Y. Times, 23:280, June 16, '18.
Kirtland, N. Y. Times, 24:11, Jan. 12, '19.
- 917.29 *Fenger, F. A.** Alone in the Caribbean. Doran \$2
- 17-31889 Yarn of a lone cruise in a sailing canoe along the coasts of the Lesser Antilles relating pleasingly and with humor the author's adventures, and the life in these beautiful islands. Map and interesting illustrations.
Dial, 64:402.
- 917.47 *Longstreth, T. M.** The Catskills. Century \$2.50
- 18-19146 Delightful, informal account of a four weeks' tramping trip in the Catskills. Combines admirable descriptions of scenery, personal anecdotes and bits of legend and history. About 30 attractive halftone photographs. Appendix contains information about maps, routes and a short bibliography.
Dial, 66:152.
- 917.59 Johnson, Clifton.** Highways and byways of Florida. (Amer. highways and byways ser.) Macmillan \$2
- 19-131 Useful for guidebook or reading. Covers in popular style the whole of Florida and adds a chapter on Charleston and Savannah. Gives not only impressions of the places visited but their history and the opinions of earlier travelers. Sixty-one illustrations from photographs, index, no map.
- 18-2916 N. O. Winter's *Florida, the land of enchantment* ("See America first" ser. Page \$3.50) is similar in scope and appeal. It devotes more space to history. A large handsome volume less portable than Johnson's; its 56 halftone photographs are superior in size and clearness. Folding map, index and bibliography.
Winter, Dial, 64:300; Rev. of Rev. 57:553.

- 917.7 *Nicholson, Meredith. The valley of democracy.
Scribner \$2
- 18-18122 Illuminating popular articles about the middle west, its types, politics and spirit. Sixteen illustrations from drawings. Reprinted from *Scribner's Magazine*.
Dial, 65:480; Nation, 108:200; N. Y. Times, 23:385, Sept. 15, '18.
- 917.9 Muir, John. Steep trails; ed. by W. F. Badé.
Houghton \$3
- 18-18667 Descriptive sketches of parts of California and other western states written between 1874 and 1902. A number rank with their author's best work. Characteristic titles are: Wild wool; Shasta rambles; Bathing in Salt lake; The San Gabriel valley; Nevada's dead towns; Puget sound; An ascent of Mount Ranier; Rivers of Oregon; The Grand cañon.
Bookman, 48:628; Nation, 108:361.
- 918 Cooper, C. S. Understanding South America.
Doran \$2
- 18-21011 Though primarily intended to encourage business relations with South America, these breezy chapters on the various countries, their inhabitants and to some extent their history, will interest any reader. Nineteen halftone photographs, index.
Dial, 66:256.
- 918 Miller, L. E. In the wilds of South America.
Scribner \$4.50
- 18-21690 Interesting narrative of the author's six years of exploration, as field naturalist for the American Museum of Natural History, in the jungles of the Amazon, Paraguay, Orinoco and other rivers and to the top of the Andes, travels which took him to the wilder parts of almost all South American states. Two maps, one color plate and 76 halftone photographs. Lacks an index.
Bookman, 48:424.
- 918.8 or 590 *Beebe, William. Jungle peace. Holt \$1.75
- 18-18868 Charming literary style, genial humor and scientific accuracy mark the author's remarkable descriptions of animals and plants which he observed on a two weeks' sea voyage to Guiana and during a sojourn in that country. Most of the chapters have appeared in the *Atlantic Monthly*. Sixteen halftone illustrations from photographs.
Bookman, 48:325; Dial, 66:203; N. Y. Times, 23:433, Oct. 13, '18; Rev. of Rev. 58:557.
- 919.8 Macmillan, D. B. Four years in the white north.
Harper \$4
- 18-23262 "Author writes with enthusiasm of his Crocker Land expedition which spent four years in exploring the north of Greenland, proved Crocker Land a myth and made valuable scientific discoveries. Narrative includes a sketch of arctic exploration and many human and amusing anecdotes. Appendixes by W. E. Ekblaw, geologist and botanist. 66 excellent illustrations from photographs, three maps and index." *Dial*, 66:96 (adapted).

HISTORY

See also Children's books, p. 48, 49

- 940.3** ***Davis, W. S. & others.** Roots of the war. Century \$1.50
- 18-10952 Very satisfactory account for the average reader, of the development of the forces leading from 1870 to the world war, discussing among other factors, the Alsace-Lorraine question, the pan-Germanic dream, the consolidation of Italy, the Balkan and Turkish problems. Readable, vigorous style; vivid character sketches. Incomplete in maps; contains index and bibliography.
- 17-31435 *The history of Europe from 1862 to 1914* by L. H. Holt & A. W. Chilton of the United States Military Academy (Macmillan \$2.60 **940.28**) emphasizes international relations and politics. Military and strategic movements are discussed more than in Davis's book; the style and treatment demand more serious attention. Excellent maps, index, bibliography.
- 18-16467 *Modern and contemporary European history* by J. S. Schapiro Houghton \$3.50 **940.28**) describes the period from 1814 through 1917. More than one-half of the book is about events after 1870. Discusses the many agencies, social, economic, scientific, political and even literary which have combined to make the modern world. Supplements but does not supplant Hazen's *Europe since 1815*. Twenty-seven maps, index, bibliography.
- Davis, Am. Hist. R. 24:94; Independent, 95:66; Nation, 107: 494; N. Y. Times, 23:297, June 30, '18.
Schapiro, Am. Hist. R. 24:276; New Repub. 18:32.
- 940.4** ***Gaines, Ruth.** A village in Picardy. Dutton \$1.50
- 18-14507 Delightfully written account made up of pathetic, homely and humorous details, describing the relief work of a member of the Smith College unit assigned to the village of Canizy, "not one of whose forty-seven houses stood intact after the Germans were through with it." *Cleveland Open Shelf*.
Illustrations from Poulbot's appealing pencil sketches of French children.
Survey, 40:619.
- 940.4** **Genet, E. C. C.** War letters. Scribner \$1.50
- 18-11816 Intimate, brave, boyish letters of the great-great-grandson of Citizen Genet. Young Edmond Genet joined the Foreign Legion, and later the Lafayette Escadrille and was the first American aviator killed flying the stars and stripes. The letters depict graphically and enthusiastically, frontline experience, aviation adventures, above all, the courage and idealism of the American soldier.
Bookman, 47:663; N. Y. Even. Post, Oct. 12, '18, p. 3.
- 940.4** ***Gibbs, Philip.** From Bapaume to Passchendaele. Doran \$2.50
- 18-14197 This noted correspondent's vivid, unusually well-written record of personal observations and striking anecdotes of life at and behind the British western front in 1917. They form a connected account of that year's fighting beginning with the German retreat from the Somme and including the battles of Arras, Messines and Flanders. Ten maps. Lacks an index.
- 18-17203 *Fields and battlefields* by H. Bagenal. "No. 31540," *pseud.* (McBride \$1.50) contains "stories of life in hospital and ambulance

work, of good quality. Author, a sergeant in the Royal army medical corps, has a keen eye for detail, a sense for both humorous and tragic and much descriptive power." *Times (London)*.

- 18-11085 In Emmanuel Bourcier's *Under the German shells* (tr. from the French by G. N. Holt & M. R. Holt, Scribner \$1.50) the author, a well-known writer before he became a soldier, describes with passionate realism the horrors of war, the courageous spirit of his countrymen, the mobilization, battle of the Marne, a gas attack, Rheims, Verdun etc., before America's entrance into the war when he came to this country as army instructor. Two portraits.

- 18-11714 A. R. Dugmore's *When the Somme ran red* (Doran \$1.75) is a vivid narrative of the naturalist's experiences, first with a movie camera in Belgium in 1914, followed by his training in England, later as a British captain in France when he helped carry out the Allied offensive on the Somme, July 1916, and was gassed and disabled. Nineteen halftone illustrations, author's sketches and actual maps used in battle.

- 18-9093 In "*Over there with the Australians*" by R. H. Knyvett (Scribner \$1.50) the young Anzac scout (now dead) describes in simple, colloquial style the gathering of volunteers in Australia, their training in Egypt, fighting at Gallipoli and in France and his own thrilling feats as intelligence officer in No Man's Land until, after being wounded in twenty places he was sent home. Eight illustrations from photographs.

- 18-13799 *The white road of mystery* by P. D. Orcutt (Lane \$1.25) is a series of artistically finished, detached sketches of daily life in the American ambulance service before it was taken over by the government, giving author's impressions of war and France. Seven illustrations from photographs. Glossary.

Bagenal, Nation, 107:352.

Bourcier, Independent, 94:488; N. Y. Times, 23:259, June 2, '18.

Dugmore, N. Y. Times, 23:294, June 23, '18.

Gibbs, Dial, 65:270; N. Y. Times, 23:354, Aug. 18, '18; Outlook (Eng.) 41:480; Spec. 120:448, Apr. 27, '18.

Knyvett, N. Y. Times, 23:181, Apr. 21, '18; No. American R. 207:930.

Orcutt, N. Y. Times, 23:328, July 21, '18.

- 940.4 Grow, M. C. Surgeon Grow. Stokes \$1.50

- 18-8094 Dramatic experiences of an American doctor who volunteered in 1915 for service in the medical corps of the Russian army, and served on the eastern front till after the Kerensky government's downfall. He describes the courage of the Russian soldier and the demoralizing influence of German propaganda. Twenty-seven illustrations from photographs.

Bookman, 47:326; Dial, 65:31; Nation, 107:178, N. Y. Times, 23:255, June 2, '18; Outlook, 119:153.

- 940.4 Haigh, Richard. Life in a tank. Houghton \$1.25

- 18-13150 Straightforward realistic story, by a British tank-commander, of training for the tank corps, pioneer difficulties, and the career of one tank through two battles. First book on this branch of the service. The final chapter entitled "A philosophy of war" analyzes its spiritual benefit. Illustrated.

N. Y. Times, 23:336, July 28, '18; Rev. of Rev. 58:215.

- 940.4 *Hall, J. N. High adventure. Houghton \$1.50

- 18-12607 Exceptionally vivid description and a full appreciation of the romance of flying, mark this account of the author's experiences

while learning to fly in French aviation schools and his adventures in a fighting plane at the front. Photographs.

- 18-10034 **Winged warfare* by Major W. A. Bishop (Doran \$1.50) is the thrilling story of this young Canadian's one amazing flying season in which he destroyed 47 German machines and became the premier ace of the Allied armies. Illustrations from photographs.

- 18-22244 *Heroes of aviation* by L. L. Driggs (Little \$1.50) consists of readable résumés of the achievements of famous allied aviators, describing graphically the individuality of each hero, as well as his experiences. Gives story of the Escadrille Lafayette, American honor roll, official American air victories, and lists aces of all nations and their victories to July 1918. Good photographs.

- 18-21694 Henry Bordeaux's *Georges Guynemer, knight of the air*: tr. from the French by Louise Morgan Sill (Yale Univ. Press \$1.60) is an appreciative record in excellent literary style of the character and career of the young French "ace of aces" who had 53 victories to his credit when killed in 1917. Illustrated.

Bishop, Independent, 94:448; Outlook (Eng.) 42:44; Spec. 121:70, July 20, '18.

Bordeaux, Outlook (Eng.) 42:522.

Driggs, N. Y. Even. Post, Dec. 28, '18, p. 4.

Hall, New Repub. 15:381; N. Y. Times, 23:306, July 7, '18.

- 940.4 Hutchinson, Woods. The doctor in war.

Houghton \$2.50

- 18-22676 Vivid, popular account of the medical side of modern war as observed in 1917 on the British, French, Italian and American fronts. A tribute to marvellous achievements, as optimistic as it is interesting.

Outlook, 120:641.

- 940.4 *Kellogg, Vernon. Fighting starvation in Belgium.

Doubleday \$1.25

- 18-7312 Authoritative, readable account of the work and personnel of the Commission for Relief in Belgium from its inception to its passing out of American hands with this country's entry into the war. Author one of the directors of the commission. Numerous illustrations, mainly portraits.

Bookman, 47:284; Independent, 94:332; Lit. Digest, 57:May 11, '18, p. 38.

- 940.4 *Lauder, Harry. A minstrel in France. Hearst \$2

- 18-9274 "A bit of Harry Lauder that is genuinely touching and courageous." *The Booklist*.

Dedicated to the memory of his son, Captain John Lauder, this inspiring, intimate volume describes Harry Lauder's recruiting campaigns, and his trip to the French front as a singer to Britain's soldiers.

N. Y. Times, 23:232, May 19, '18; Outlook (Eng.) 42:300.

- 940.3 *Lichnowsky, Karl, prince. The guilt of Germany for the war of German aggression. Putnam 75c

- 18-13958 Revelations of the German ambassador to England 1912-14, showing how far the English authorities went in seconding his efforts to preserve peace and how both were foiled by the policy of the kaiser. Contains also von Jagow's attempted refutation of the pamphlet. Both were printed in the *New York Times* of

April 21, 1918, but are here given more lasting and convenient form. Portrait of author. English title: *My mission to London*.

"A different edition may be obtained free of charge from the secretary of the American Association for International Conciliation, 407 W. 117th st., New York City." *The Booklist*, Nov. 1918.

A8-17002

The vandal of Europe by Wilhelm Mühlon, tr. by W. L. McPherson (Putnam \$1.50), is another telling indictment of Germany from within, being the diary kept August to November 1914 by a director of Krupp's who afterward fled to Switzerland. As uncompromising in placing the blame as Lichnowsky, it is wider in scope, since it covers the first months of the war as well. English title: *Dr Mühlon's diary*.

18-26915

The German secret service in America, 1914-1918 by J. P. Jones and P. M. Hollister (Small \$2) gives an authoritative exposure of the work of secret agents in attacking our national life both before and after our declaration of war, with special attention to the famous spies, von Papen, Boy-ed and others. Enlarged from an edition in pamphlet form published in 1917 as *America entangled*. English title: *The German spy in America*. Twenty-three illustrations from photographs.

Jones, Outlook (Eng.) 40:207; Spec. 119:298, Sept. 22, '17. Lichnowsky, Dublin R. 163:101; Outlook (Eng.) 41:434; Times (London) Apr. 25, '18:191.

Mühlon, N. Y. Times, 23:369, Sept. 1, '18; Sat. R. 125:821; Spec. 121:205, Aug. 24, '18.

940.3

*McMaster, J. B. The United States in the world war.

Appleton \$3

18-22173

Clear, well-documented, detailed summary of events and conditions beginning August 1914 which finally resulted in the entry of the United States into the war, and briefer treatment of the succeeding months to the spring of 1918 and the "fourteen points." Full index.

18-21398

Why we went to war by Christian Gauss (Scribner \$1.50) is a shorter, more popular and less dispassionate treatment of the first period only. It constitutes "an indictment against the whole German people for their complicity in the crimes of the rulers whom they have accepted." Closes with our declaration of war. Four illustrations from photographs, documents given in appendix. Index.

Gauss, N. Y. Times, 24:2, Jan. 5, '19.

940.3

*Morgenthau, Henry. Ambassador Morgenthau's story.

Doubleday \$2

18-21117

Well-written, dramatic descriptions of men and affairs at Constantinople from December 1913 to February 1916. Gives authoritative accounts of the Potsdam conference, German intrigue in the near East, the allied failure at the Dardanelles, and the Armenian massacres. One of the most interesting and important narratives called forth by the war.

Nation, 107:807; Outlook, 120:622.

940.4

*O'Brien, Pat. Outwitting the Hun. Harper \$1.50

18-7366

Author, an American lieutenant in the Royal flying corps, fell wounded behind the German lines and was made prisoner of war. Book is a thrilling narrative of his daring escape through Luxembourg and Belgium to Holland.

Lit. Digest, 58:48, July 6, '18; N. Y. Times, 23:121, Mar. 24, '18; Times (Lond.) June 6, '18, p. 266, June 13, '18, p. 274.

- 940.4 **The Odyssey of a torpedoed transport**, by Y; tr. from the French by Grace Fallow Norton.

Houghton \$1.25

- 18-11814 Absorbing letters to an intimate friend from the young officer of a French merchantman, the *Pamir*, describing how, unprotected by guns or wireless, his ship dodged torpedoes and fled from submarines on voyages between many Atlantic and Mediterranean ports from August 1914 to February 1917 after which she was reported sunk. Full of humor and amazing escapes.

Nation, 107:735; N. Y. Times, 23:331, July 28, '18.

- 940.4 **Paine, R. D. The fighting fleets.** Houghton \$2

- 18-12608 Describes mainly the splendid and hazardous work of American vessels in the war zone but also pays tribute to the British and French navies. Author spent five months in active service. Numerous illustrations from photographs.

- 18-13317 J. B. Connolly's *The U-boat hunters* (Scribner \$1.50) consists of dramatic chapters in story form, reprinted from *Colliers*, depicting naval life especially on destroyers in the war.

"The style is free and friendly, the picture vividly colorful and adventurous." *Dial*, 65:173.

Connolly, Nation, 107:563; N. Y. Times, 23:336, July 28, '18.
Paine, Nation, 107:667.

- 940.4 ***Palmer, Frederick. America in France.** Dodd \$1.75

- 18-22243 The American Expeditionary Force through its phases of building, training, fighting and unremitting effort, enthusiastically described by the most noted of American war correspondents. The best and most complete account written so far (May 1919). Of wide present interest and of considerable permanent value.

- 18-23560 Of more popular appeal than the preceding but less comprehensive and valuable as a historical account is "*And they thought we wouldn't fight*" (Doran \$2) by Floyd Gibbons. Author, a newspaper correspondent accredited to the American Expeditionary Force, was on the *Laconia* when it was torpedoed, was wounded in Belleau Wood and seems always to have been in the midst of the most exciting events. Fifteen illustrations from photographs.

- 18-23559 *The glory of the coming* by I. S. Cobb (Doran \$1.75), another well-known journalist, consists of vivid, often humorous sketches reprinted from magazines, describing what the author saw, chiefly among the American troops in France.

Gibbons, Bellman, 26:105; Bookman, 49:189.

Palmer, Outlook, 121:35, Jan. 1, '19.

Both, Dial, 66:33.

- 940.3 ***Powers, H. H. The great peace.** Moccmillan \$2.25

- 19-167 Although written, like the following, before the cessation of hostilities, this is the most up-to-date book of the group and is based on wide study and observation. It opens with a clear, adequate discussion of the principles of nationality and internationalism and then proceeds to state and consider the claims of each of the countries concerned.

- 18-4936 *Problems of the peace* by W. H. Dawson (Scribner \$3) an English authority, covers the same ground but is more readable. Though the preface is dated 1917, it assumes an allied victory. Judicious and conservative, it emphasizes the dangers of retaliatory methods and the fact that conquered as well as victorious nations

must be satisfied with terms if we are to have a lasting peace. Table of events 1648-1914. Index.

- 18-17204 **Stakes of the war* by Lothrop Stoddard and Glenn Frank (Century \$2.50) is well arranged for ready reference use, being a clear, concise setting forth, much of it in tabular form, of the historical, political, economic and racial facts about the warring countries, that are of importance in considering terms of peace. Numerous selected bibliographies and 17 maps.

"After the armistice this book keeps its high value as a compendium of the issues and problems which confront the makers of peace." *Dial*, 66:208.

- 18-26402 *Approaches to the great settlement* by E. G. Balch (Huebsch \$1.50) "is a condensed, consecutive account of the successive steps toward peace beginning with the German note of December 1916 and closing with the various replies to the Pope's note of August 1917."

"The documents are connected by a running commentary which is descriptive of fact, not of opinion." *Survey*, 39:684.

Bibliography of 36 pages compiled by Pauline K. Angell. Map and 22 illustrations from cartoons and portraits.

- 17-31431 *Three centuries of treaties of peace and their teaching* (Little \$2.50 341.2) by Sir W. G. F. Phillimore affords a good historical background, being a study of peace treaties from that of Westphalia, 1648 to that of Bucharest, 1913, pointing out their adequacy or inadequacy and the corresponding results. Bibliography, chronological list of treaties, one illustration, full index.

"An invaluable book. His analysis and criticism of the principal treaties from 1648-1913 bring out clearly the many errors and failings of these settlements, but its chief value is not so much his excellent historical survey as his dispassionate summary of the principles of a just and lasting peace and in his cautious attempt to outline the terms." *Spectator*, 120:62, Jan. 19, '18.

Balch, *Rev. of Rev.* 57:549; *Survey*, 39:684.

Dawson, *Nation*, 107:420; *N. Y. Times*, 23:250, May 26, '18; *No. American R.* 207:927.

Phillimore, *Ath. Dec.* '17:671; *Nation* (Eng.) 22:467.

Stoddard, *Independent*, 96:100; *N. Y. Times*, 23:390, Sept. 15, '18; *Survey*, 40:719.

- 940.4 **Raemaekers, Louis.** *Raemaekers' cartoon history of the war.* v. 1. Century \$1.50

- 18-26322 The first in a series of four volumes, each to contain 100 full-page reproductions in black and white of the great cartoonist's drawings; arranged in chronological order and accompanied by explanatory comment. V. 2 is now ready (May 1919).

Dial, 65:24; *Nation*, 106:743; *N. Y. Times*, 23:181, Apr. 21, '18.

- 940.4 ***Redier, Antoine.** *Comrades in courage.*

Doubleday \$1.40

- 18-4721 The serious meditations of a cultured French officer in the trenches, revealing his high ideals in his relations toward his comrades in arms and his beloved country.

Bookman, 47:286; *Lit. Digest*, 57:40, May 11, '18; *N. Y. Times*, 23:72, Feb. 24, '18.

- 940.3 **Woods, H. C.** *The cradle of the war.* Little \$2.50

- 18-18173 Discusses instructively the chief Balkan problems that led up to the great war, the part played by each Balkan state, objects and results of the Dardanelles and Salonika expeditions and the "Mittel

Europa" scheme. Author is personally acquainted with the Balkan countries and their leaders. Index, maps, illustrations, bibliography. Nation, 107:427.

- 941.5** **Hackett, Francis.** Ireland; a study in nationalism. Huebsch \$2
- 18-18780 Brilliantly written, frequently bitter discussion of the Irish question, aiming to make it clear to "the confused and bored." While violent against the English, the Irish-American author sees also the dangers in Irish character and conditions, and advocates "dominion home rule" as a solution.
Dublin R. 163:130; Nation, 107:778; Outlook, 120:145, Sept. 25, '18.
- 944** ***Duclaux, Mary.** Short history of France. Putnam \$2.50
- 18-10031 Admirable history intended for the general reader, reaching from Caesar's invasion to the battle of Waterloo.
"Not a word is dull, not a stroke is wasted, every page has something that somebody will find fresh and delightful." *Spectator*, June 15, '18, p. 623.
Nation, 107:234.
- 946** **Chapman, C. E.** History of Spain. Macmillan \$2.60
- 18-20342 Satisfactory one-volume history, suitable for reading or as a college text, selected and adapted for Americans from the five-volume work by the Spanish historian, Rafael Altamira. Author has aimed to emphasize the development of Spanish civilization rather than of political events and has added a short section on modern Spain, 1808-1917. Two maps, bibliography of works in English and index.
Bookman, 48:623; Dial, 66:152; Nation, 108:435.
- 947** **Wilton, Robert.** Russia's agony. Longmans \$4.80
- 18-10957 Full, clear and informing account of the Russian revolution, its origins and probable results, by the Petrograd correspondent of the *London Times*. Twenty-three good illustrations, 6 maps and index.
"One of the best histories of the Russian revolution, to date (1918). Author can read, write and speak the Russian language, has known personally statesmen, generals and prominent leaders in Russian affairs and has for fourteen years been a close observer of events both in the Russian capital and in the army at the front." *George Kennan* in *Outlook*, 119:379.
- 18-6540 *Ernest Poole in *The dark people* (Macmillan \$1.50) describes Russian life in many aspects as he glimpsed it under stress of the opening months of the revolution. Quotes largely from interviews with peasants. Sympathetic pictures that will help toward an understanding of the outbreak. Thirteen halftones from photographs.
- 18-12452 *Russia in upheaval* by Edward A. Ross (Century \$2.50) is a brilliant study of present (1918) social conditions in Russia by a noted American sociologist of Socialist sympathies, who was in Russia when the revolution broke out and traveled widely that year in Russia, Siberia and Turkestan. Discusses "Soil hunger and the land question," "Roots of the revolution," "Labor and capital," "Religion, the church and the sects," etc. Many excellent photographic reproductions.

- 18-11817 C. E. Fanning's *Selected articles on Russia* (Handbook ser., Wilson \$1.50) contains reprints from recent magazines arranged to explain the revolution of 1917 by "the story of Russia's growth from the days of Rurik, a description of the empire, its political and social institutions, an analysis of the muzhik's habits of thought and his religious faith, as well as a study of the nation's part in this tremendous conflict." Bibliography of 16 pages, map, glossary, Russian calendar and index.

For more recent information on Russia, it will be worth the while of librarians to be placed on the mailing list of the Russian Information Bureau, Woolworth Building, New York City. This organization has already published in pamphlet form, Catherine Breshkovsky's *Message to the American people*, 25c, and Col. V. I. Lebedeff's *The Russian democracy in its struggle against the Bolshevik tyranny*, 35c.

Poole, New Repub. 15:238; N. Y. Times, 23:184, Apr. 21, '18. Ross, Dial, 65:217; Nation, 107:257; Times (Lond.) Jan. 23, '19, p. 39.

Wilton, Nation, (Eng.) 23:94; Outlook, 119:379; Spec. 120:285, Mar. 16, '18.

- 949.7 Waring, L. F. *Serbia*. (Home univ. lib.) Holt 60c

- 18-14344 Brief, sympathetic, very readable history. Portrays the Serbians, on reliable evidence, as a systematically oppressed people, but with an unsuppressible national spirit and indomitable morale. Map, bibliography, index.

- 18-2320 The preceding is well supplemented and amplified by *South-eastern Europe* (Revell \$1.50 949.6). The author, V. R. Savić, a Serb who has long been an English newspaper correspondent, treats not only of Serbia but of all the South Slavs and makes the short historical outline and even the longer account of their part in the world war, introductory to an enthusiastic but well-supported plea for the right of the South Slav peoples to separate nationality and enlarged boundaries. Index, excellent map. English title: *Reconstruction of south-eastern Europe*.

Savić, Am. Hist. R. 23:895; Dial, 64:494; N. Y. Times, 23:54, Feb. 10, '18.

Waring, Times (Lond.) Dec. 6, '17:590.

- 973 Farrand, Max. *Development of the United States*.

Houghton \$1.50

- 18-20669 Notable interpretation, reaching from 1607 to 1917, emphasizing national character and material and economic development rather than political events. Dedicated "to the Allies, in the hope of a better understanding," it keeps in mind a European audience and gains thereby novelty of outlook and freshness of presentation. Index, relief map, bibliographies.

Nation, 108:23; Outlook, 120:169, Oct. 2, '18; Spec. 122:295, Mar. 8, '19.

- 973 Ogg, F. A. *National progress, 1907-1917*. (American nation, v. 27). Harper \$2

- 18-3259 Comprehensive, impartial summary, not too condensed for interest, of the leading events in the national, economic and political history of the United States during the last decade. Six maps, critical essay on authorities and index.

Am. Hist. R. 23:880; Dial, 64:197; Nation, 107:72; Survey, 40:199.

- 974.71 **Maurice, A. B.** Fifth avenue. Dodd \$2.50
 18-18520 Entertaining chapters on the famous thoroughfare, descriptive and historical, with many extracts from the writings of old New Yorkers, depicting its literary landmarks, personages, clubs, restaurants etc., from the days of the early nineteenth century to the present. Sixteen excellent illustrations from drawings by Allan G. Cram, but no index.
 Dial, 65:428; N. Y. Times, 23:436, Oct. 13, '18.

BIOGRAPHY

See also Children's books, p. 50

Adams, Henry, Education of Henry Adams.

Houghton \$5

- 18-18517 An important autobiography of interest and value for its excellent style, its striking portraits of great men observed during a long life especially while the author was acting as private secretary to his father, Charles Francis Adams, American minister to England, and for its revelation of a curiously detached personality which led the author to write of himself in the third person and to feel an unwarranted conviction of failure. Privately printed 1906. Index.

"Its wise philosophy of life, deep understanding of human nature, pervading charm of style and of mood, will surely entitle it to an abiding place among those rare volumes that are the perennial joy of cultured minds."

F. T. Cooper in *Publishers' Weekly*, 94:1307.

Bookman, 48:632; Dial, 65:468; N. Y. Times, 23:457, Oct. 27, '18; Outlook, 120:538.

Cohen, Rose. Out of the shadow.

Doran \$2

- 18-19500 Account of the author's childhood in Russia, emigration of the family to New York and her struggles and aspirations as a sweat-shop worker on the East side. Not so well written as Mary Antin's *Promised land* but probably nearer the average immigrant girl's experience. Twelve excellent illustrations from drawings by Walter Jack Duncan.

Bookman, 48:425.

Harris. Harris, Julia Collier. Life and letters of Joel Chandler Harris.

Houghton \$3.50

- 18-18778 Interesting, appreciative biography by his daughter-in-law, depicting the lovable, shy personality of the author of the *Uncle Remus* tales, and the course of his uneventful life as a southern journalist. Quotes generously from his letters to the family and many friends. Portrait in color, 30 other illustrations, bibliography and index.

N. Y. Times, 23:409, Sept. 29, '18.

Hearn. Hearn, Setsuko Koizumi. (Mrs Lafcadio Hearn) Reminiscences of Lafcadio Hearn; tr. from the Japanese by P. K. Hisada and Frederick Johnson.

Houghton \$1

- 18-18773 A little book refreshing for its naive style and happily selected details about a picturesque character.
 Dial, 65:614; Nation, 107:562; N. Y. Times, 23:531, Dec. 1, '18.

*Hudson, W. H. Far away and long ago.

Dutton \$2.50

- 18-21021 Fascinating reminiscences of the "enchanted days" of the naturalist's boyhood on the South American pampas, his own experiences mingled with striking character sketches of strange, often grotesque neighbors and beautiful descriptions of the wild life by which he was already enthralled.

Ath. Dec. '18:518; Bookman, 48:425; Nation, 108:130; N. Y. Times, 23:465, Nov. 3, '18; Spec. 120:518, Nov. 9, '18.

Tarkington. Holliday, R. C. Booth Tarkington.

Doubleday \$1.25

- 18-4574 Entertaining, appreciative and clever, though not always discriminating criticism of this popular author's work, at the same time portraying him as a very distinct personality. Considers Tarkington as emerging from romanticist into realist, with promise of greater work.

Bookman, 47:139; Dial, 64:297.

Tolstoi. Noyes, G. R. Tolstoy. (Master spirits of literature)

Duffield \$1.50

- 18-5649 "Purpose is to give a connected view of Tolstoy's many-sided literary work, with such facts as to his life as may serve to shed light on that work and on the man who produced it." Preface.

Intended for those unacquainted with Tolstoy as well as for students. Bibliography and index.

"A sound and helpful work, the best monograph on the great Russian from any American writer." W. L. Phelps in *Yale R. n. s.* 8:197.

Rev. of Rev. 58:219.

*Westinghouse. Leupp, F. E. George Westinghouse.

Little \$3

- 18-18423 Readable life of the famous inventor of the air-brake and other railroad and electrical devices. Gives a vivid picture of his forceful, self-confident personality and his tremendous energy and perseverance, and describes his methods of work and inventions. Designed to be a "human biography" rather than the definitive technical summary of his achievements. Eleven photographs, index.

Nation, 108:204.

Wilhelm 2, emperor of Germany. Davis, A. N. The kaiser as I know him.

Harper \$2

- 18-18352 Author tells what he learned of the kaiser, his family and Germany during the 15 years (1903-18) when he attended the kaiser as his dentist. An intimate, informal narrative. Illustrated.

- 18-22891 *Impressions of the kaiser* by D. J. Hill (Harper \$2) is a more serious, judicial work, history rather than biography, by a former ambassador to Germany, making a forceful analysis of the kaiser's character and the course of German diplomacy as manipulated by him. Part appeared in *Harper's Magazine*. Appendix gives illustrative documents. Index.

Davis, Outlook (Eng.) 42:448.

Hill, N. Y. Even. Post, Feb. 8, '19:1.

Wilson. Low, A. M. Woodrow Wilson. Little \$2

18-23249 "Neither history nor biography," says the author, "but an attempt to interpret the character and motives of Mr Wilson as revealed by his speeches, writings and statesmanship." Writer is an Englishman, resident in this country many years, and free from party bias. Portrait.

"A sustained argument for President Wilson's high purpose and consistency." *The Booklist*.
Bookman, 48:712.

FICTION

See also Children's books, p. 50-53

Anthony, Joseph. Rekindled fires. Holt \$1.40

18-10175 Depicts with the vividness of first-hand knowledge a new environment—that of a colony of Bohemian cigar makers in a New Jersey village. Quaint types and sturdy idealism are portrayed with much humor and unflinching sympathy through the story of the Americanization during school and college days of the son of a leading cobbler and politician.

Bookman, 47:682; Dial, 64:544; Nation, 107:19.

Atkinson, Eleanor. "Poilu," a dog of Roubaix.

Harper \$1.25

18-20664 At once an attractive dog story and a graphic picture of life in the region of northern France occupied by the Germans during the Great War.

N. Y. Times, 23:582, Dec. 29, '18.

***Atlantic narratives:** modern short stories; ed. by C. S. Thomas. Atlantic Monthly Press \$1

18-26401 Twenty-three unusually well-written, thoughtful short stories of varied types selected from the volumes of the *Atlantic Monthly*. They include the work of both prominent and little-known authors. The introduction by the editor, on "The short story" makes the book useful for study clubs.

Bennett, Arnold. The roll-call. Doran \$1.50

19-138 George Cannon, son of Hilda Lessways of the Clayhanger series, is the hero. Story relates in the author's vivid and ironic manner and indifference to ordinary plot interest, the young man's progress as an architect in London, his love affairs and enlistment at the outbreak of the war.

Bookman, 49:50; Nation, 108:201; Spec. 121:205, Feb. 15, '19.

Blasco Ibañez, Vicente. The four horsemen of the Apocalypse; tr. from the Spanish by C. B. Jordan.

Dutton \$1.90

18-16490 Powerful, often disagreeable, war novel contrasting French and German psychology through the history of two branches of an Argentine family which settle one in France and one in Germany. The horsemen are War, Pestilence, Famine and Death; the most impressive scenes of the story are the careful, and painful though restrained descriptions of German brutal methods against French civilians at the Battle of the Marne. The translation is inadequate.

Bookman, 48:322; N. Y. Times, 23:361, Aug. 25, '18 & 23:372, Sept. 1, '18.

Brown, Alice. The flying Teuton, and other stories.

Macmillan \$1.50

- 18-7292 Thirteen well-written short stories on varying themes, some dealing with the supernatural. The most striking are three tales (one the title story) concerned more or less closely with the war. Reprinted from magazines. Lit. Digest, 57:41, Mar. 25, '18; Nation, 106:575; N. Y. Times, 23:122, Mar. 24, '18.

***Buckrose, J. E.** *pseud.* (Mrs A. E. F. Jameson)

The silent legion.

Doran \$1.50

- 18-10695 Depicts with sympathetic understanding and not without humor, the quiet endurance of the griefs and hardships of war time by the English middle class. Relieved by a pleasant love story. Nation, 107:492.

Cather, W. S. My Ántonia.

Houghton \$1.60

- 18-18398 Story is told by a New York lawyer who reviews his Nebraska boyhood days and his friendship with a young Bohemian girl, the strong and simple Ántonia Shimerda who is the central figure of the novel. A convincing picture of pioneering conditions and of America's assimilation of the immigrant, and a fine portrayal of character.

Bookman, 48:495; Dial, 65:557; Nation, 107:522; N. Y. Times, 23:429, Oct. 6, '18.

Clouston, J. S. The spy in black.

Doran \$1.35

- 18-9491 An ingenious secret-service tale of the complications resulting from the plot of a German agent to approach a British naval base, in the guise of a Scotch minister.

N. Y. Times, 23:243, May 26, '18; Spec. 119:773, Dec. 29, '17.

***Davis, J. F.** Almanzar.

Holt \$1

- 18-19728 Humorous, highly entertaining stories of a philosophical colored houseboy in San Antonio, full of wit and energy in meeting amatory and financial difficulties.

Nation, 107:779; N. Y. Times, 23:466, Nov. 3, '18.

Delafield, E. M. War-workers.

Knopf \$1.60

- 18-18545 Clever, satirical study of the type of woman who used war-work as a means of satisfying her own ambition for wielding power and receiving admiration. Well-drawn minor characters. English setting.

Dial, 66:238; Nation, 107:665; N. Y. Times, 23:466, Nov. 3, '18.

***Farnol, Jeffery.** Our admirable Betty. Little \$1.60

- 18-18187 An engaging eighteenth century romance in which a wilful London beauty bewitches a brave but diffident soldier.

Dial, 65:378; N. Y. Times, 23:386, Sept. 15, '18.

Ferber, Edna. Cheerful — by request.

Doubleday \$1.40

- 18-17641 Twelve stories in the breezy style of the O. Henry school. They describe with understanding the sacrifices, humor and pathos in the lives of ordinary individuals of the small town and city. Good character studies; e. g. "The woman who tried to be good"; "The tough guy."

Nation, 107:232; N. Y. Times, 23:399, Sept. 22, '18.

***Fisher, Dorothy (Canfield).** Home fires in France.
Holt \$1.35

- 18-26756 Eleven sympathetic sketches of French life under war conditions, fiction in form, but fact in essence. Admirably written, with emphasis on the unyielding spirit of the French.
Bookman, 48:105; Nation, 107:493.

Galsworthy, John. Five tales. Scribner \$1.50

- 18-7035 Unusual short stories displaying powerful artistry and poignant characterization. Grim rather than sad though each concerns a suicide.
N. Y. Times, 23:147, Apr. 7, '18; Outlook (Eng.) 42:131; Spec. 121:335, Sept. 28, '18.

Gilbreath, Olive. Miss Amerikanka. Harper \$1.40

- 18-6023 An American girl in China at the outbreak of the war succeeds in traveling to Petrograd under the escort of a Russian general and his attaché, thus becoming the heroine of the love story which furnishes the slender plot. The charm of the book is in the picture of Russia as seen through her eyes and as interpreted for her by the young Russian.
Bookman, 47:344; Nation, 106:483; N. Y. Times, 23:133, Mar. 3, '18.

***Haines, A. C.** Firecracker Jane. Holt \$1.50

- 18-19301 Lively, at times exciting story of revolutionary Mexico into the chaos of which an impulsive marriage precipitates a spirited American girl. Gives vivid glimpses of a high-class Mexican household, bandits, and the American punitive expedition.
N. Y. Times, 23:546, Dec. 8, '18.

***Hergesheimer, Joseph.** Java Head. Knopf \$1.75

- 19-579 Story of Salem, Massachusetts, in the late forties, and of the commotion caused therein when a son of one of the best of the old sea-faring families brought home from China a high-born Manchu wife. One of the outstanding novels of the year, sometimes somber and repellent but marked by elements of beauty in portrayal of scenery and character.

- 18-14422 The same traits are found in his *Gold and iron* (Knopf \$1.75), the three stories of which relate respectively to the blue bays and orange trees of Georgia, the early blast furnaces of middle Pennsylvania and the homecoming of a successful forty-niner to his native New England town.

Gold and iron, Independent, 95:104; Nation, 106:627; N. Y. Times, 23:188, Apr. 21, '18.

Java Head, Bookman, 49:55; New Repub. 18:123.

Hurrell, F. G. A dreamer under arms. Dutton \$1.50

- 18-18526 Beautifully written study of character and comradeship. Portrays the broadening effect of army life upon a sensitive literary man whom conscience has driven to enlist in Kitchener's army and of the lasting friendship he forms through trying to help an ignorant little Welshman who has a gift for music and a weakness for drink.

Nation, 107:590; N. Y. Times, 23:471, Nov. 3, '18.

James, Henry. *Gabrielle de Bergerac.* (Penguin ser.) Boni & Liveright \$1.25

- 19-1493 First American publication in book form of one of its author's earlier, less complex character studies, a clear-cut, delicate piece of work. Develops an attractive love story against the background of a pre-Revolutionary French household of the lesser nobility.
Dial, 66:47; Nation, 108:175.

***Jordan, Elizabeth.** *The wings of youth.* Harper \$1.40

- 18-6018 Pleasant little fairy tale in which a rich young brother and sister, both bored, the brother dissipated, agree to change their names, go to New York and support themselves for a year to prove which can be the more successful bread-winner.
Bookman, 47:346; N. Y. Times, 23:142, Mar. 31, '18.

***Laing, Janet.** *Before the wind.* Dutton \$1.50

- 18-8317 Romance and detective story of unusual freshness and originality, centering about the complications which arise in a house in Scotland, where several wealthy ladies are living together in order to release their servants for necessary war work.
N. Y. Times, 23:219, May 12, '18; Spec. 120:232, Mar. 2, '18.

Le Gallienne, Richard. *Pieces of eight.*

Doubleday \$1.40

- 18-7990 "Being the authentic narrative of a treasure discovered in the Bahama islands in the year 1903—now first given to the public." Distinguished among its swashbuckling kind by the gaiety of its holiday spirit and the poetic beauty of its descriptions.
N. Y. Times, 23:166, Apr. 14, '18; Sat. R. 125:489.

***Locke, W. J.** *The rough road.* Lane \$1.50

- 18-15263 Attractive, even genial war novel describing the development of a mollycoddle of a youth, a failure as an officer, into a capable private soldier. Vivid glimpses of battle and of life in the trenches and behind the lines.
Dial, 65:223; Spec. 121:521, Dec. 9, '18.

***McFarland, Raymond.** *Skipper John of the Nimbus.* Macmillan \$1.50

- 18-18881 Lively sea tale of a fishing boat's experiences off the Grand Banks. The hero, maltreated as a boy by a brutal uncle, becomes the most daring and respected captain of the fleet, but continues to be harassed by his uncle's machinations which are carried out by a rival skipper. Will be enjoyed by older boys as well as adults.

McFee, William. *Aliens.* Doubleday \$1.50

- 18-26176 Marked by originality and charm, an involved plot and discursive style. A household of English artists living in New Jersey, become interested in a handsome Italian woman next door, and learn from her husband—a marine engineer, also English—the story of their lives which are dominated by his forceful, malevolent younger brother. Both manner and matter suggest the work of Conrad.

Nation, 106:349; N. Y. Times, 23: 69, Feb. 24, '18.

McKenna, Stephen. Ninety-six hours' leave.

Doran \$1.35

- 17-29622 Vivacious commingling of love and detective adventures in the breathless events which follow the impersonating of an Italian prince by a young English officer on brief leave from the front. Dial, 64:491; N. Y. Times, 23:95, Mar. 10, '18.

Marshall, Archibald. The Graftons. Dodd \$1.50

- 18-10582 Follows with admirable characterization and sure insight the course of life of a delightful English family on a country estate in prewar days. A sequel to *Abington Abbey*, but a complete story in itself.

- 18-26920 *Richard Baldock* (Dodd \$1.50), an earlier work, is an equally successful study of the growing-up of the son of a Puritanical English clergyman, and of his struggle against environment and advice.

Graftons, Bookman, 47:564; Independent, 95:66; N. Y. Times, 23:230, May, 19, '18.

Richard Baldock, Nation 107:708; N. Y. Times, 23:450, Oct. 20, '18.

Miller, Mrs A. D. The happiest time of their lives.

Century \$1.40

- 18-10698 Comedy of manners in New York society life. The uneven course of the love affairs of an engaging young couple is second in interest to the excellent characterization of their elders, to the skilful handling of situations and the clever give and take in conversation.

Dial, 65:27; N. Y. Times, 23:231, May 19, '18.

***Mundy, Talbot.** Hira Singh. Bobbs-Merrill \$1.75

- 18-17761 Exciting tale of the adventures of a Sikh regiment captured by the Germans while fighting in Flanders and of their thrilling journey across Europe and Asia, saved only by the indomitable will of the Indian officer who commanded them. Good atmosphere and sustained plot.

Dial, 66:47; Sat. R. 125:582.

***Nadaud, Marcel.** The flying poilu; tr. by F. W. Huard.

Doran \$1.35

- 18-11942 Charminglly written story of Chignole, Paris street urchin, daring, humorous, devoted, who becomes an aviator during the war, and of his many flying adventures. The translation preserves both the literary flavor and the slang. Ten excellent illustrations from drawings by Charles Huard.

Bellman, 24:552; N. Y. Times, 23:251, May 26, '18; Times (Lond.) Aug. 29, '18:400.

Ollivant, Alfred. Boy Woodburn. Doubleday \$1.40

- 18-5502 Story of a girl and a horse both cleverly characterized in a slow-moving tale of the world of the English race-course, which culminates in an exciting race.

Cath. World, 107:548; Nation, 106:530; Outlook, 118:550.

***Olmstead, Florence.** On furlough. Scribner \$1.50

- 18-16896 A gay, handsome, irresistible lieutenant of the Irish guards is invalided to a southern village in the United States where he becomes a partner in a piquant love affair which is contrasted with another whose course is more placid. Entertaining, slow-moving, true to life.

Bookman, 48:492; N. Y. Times, 23:392, Sept. 15, '18.

Paine, R. D. Call of the offshore wind.

Houghton \$1.50

- 18-18400 Sea yarn which recounts the struggles of a young Maine captain in the ill-paying coasting trade. Against "high finance" on land and shipwreck and mutiny at sea, he fights to keep alive his famous but bankrupt family shipyard till saved by the sudden revival of the American merchant marine.

Bookman, 48:355; Dial, 65:626; N. Y. Times, 23:410, Sept. 29, '18.

Pertwee, Roland. The transactions of Lord Louis Lewis. Dodd \$1.50

- 18-2907 "These deftly told stories relate the adventures of an English nobleman whose passion for collecting china and other objects of *vertu* leads him into many strange situations from which his unflinching resourcefulness extricates him." *Bookman*, 47:303.

N. Y. Times, 23:38, Feb. 3, '18; Spec. 118:731, June 30, '17.

Rideout, H. M. The key of the fields; and Boldero.

Duffield \$1.35

- 18-3170 Two romantic tales of adventure, of sustained plot, and no lack of humor. First story follows the fortunes of three delightful vagabonds, of contrasting estate and character, on their wanderings through southern France in search of a buried treasure. The second recounts the breathless events by which a grocer's boy in a commonplace American town, becomes involved in a mysterious quest with a Hindu and a disguised Englishman.

- 18-22738 In *Tin Cowrie Dass* (Duffield \$1.25) the scene is laid in India, and the reader is told in the same vivid and absorbing style the varied happenings by which a gallant young Mohammedan is restored to his rightful name and inheritance.

Key of the fields, N. Y. Times, 23:82, Mar. 3, '18.

Tin Cowrie Dass, Dial, 66:203; Nation, 108:330.

***Rinehart, Mrs M. R.** The amazing interlude.

Doran \$1.40

- 18-9884 How a pretty young American girl ran a soup kitchen behind the lines in Belgium and tried to be true to a phlegmatic lover at home while a chivalrous, fascinating and mysterious Belgian acted as her knight at the front. Engaging, almost convincing, handled with a light, sure touch.

Independent, 94:448; Nation, 107:101; Outlook, 119:160.

***Sinclair, May.** The tree of heaven. Macmillan \$1.60

- 18-520 Story of the reactions of the war on an English family, contrasting the security and harmony of their early family life with the changes war imposed. Brilliant in characterization, and inspiring in its patriotism.

Cath. World, 107:550; Nation, 106:211; New Repub. 14:28.

***Snaith, J. C.** The time spirit. Appleton \$1.50

- 18-12219 A mysterious foundling for heroine, and the theme of love in conflict with social inequality form the skeleton of the familiar plot redressed to suit the "time spirit" just prior to the great war. Above the average in character portrayal. Humorous and enlivened by clever, satiric innuendos aimed at the British aristocracy with side-hits at certain aspects of democracy.
Nation, 107:150.

Steele, W. D. Land's end. Harper \$1.35

- 18-16554 Ten stories of the Portuguese fishermen of Cape Cod, somber in atmosphere, brilliant in workmanship, fascinating in their strangeness.
Bookman, 48:352; N. Y. Times, 23:387, Sept. 15, '18.

Strunsky, Simeon. Professor Latimer's progress.

Holt \$1.40

- 18-9290 Clever, witty, plotless medley of discussions, descriptions and character sketches, wholesomely sane in outlook upon life and the world — even the world at war. Held together by the device of an elderly professor's walking tour, undertaken, on doctor's orders, because "since August 1914 every campaign in the three continents and on and under the seas had been fought simultaneously somewhere in Latimer."
Bookman, 47:424; Nation, 106:575.

Swinerton, F. A. Nocturne. Doran \$1.40

- 17-23047 Glimpses of the inner life of two sisters of a cockney household. Story compresses the significance of years into the events of a few hours in one night. *Pittsburgh Monthly Bulletin*.
"If there exists a better writing of vulgar love-making, so base, so honest, so touchingly mean and so touchingly full of the craving for happiness than this that we have here . . . I do not know of it." *H. G. Wells in Introduction*.
Dial, 63:144; Nation, 106:627; N. Y. Times, 23:229, May 19, '18.

Tales of wartime France; tr. by W. L. McPherson.

Dodd \$1.25

- 18-9488 Good translations of thirty arresting short stories by contemporary French writers. Most are very brief but in each a dramatic situation is treated with consummate skill and deep though restrained feeling.

- 18-26820 *Gentlemen at arms* by J. H. Morgan, "Centurion," pseud. (Doubleday \$1.40) contains 21 sketches. "In each of these, based on what he himself or his fellow officers have actually seen, the author, a British captain, focusses and fuses the experience of a whole service and presents with equal vividness the work of the bomber, the balloonist, the infantryman, the submarine-hunter. Highly finished and technically admirable." *Bookman*, 48:489 (adapted).

- 18-8167 Almost the same description applies to *Front lines* by Boyd Cable (Dutton \$1.50) which, however, devotes more attention to picturing the lighter phases of trench life and though nearly as exciting and graphic is less compellingly grim.

- 18-6904 *Tales from a famished land* by E. E. Hunt (Doubleday \$1.25) are, or might be, transcripts from life, the result of the author's work on the Commission for Relief in Belgium. They include both humorous and poignantly sad episodes, one story of the Dardanelles and a striking ghost story.
- 18-22250 *Walking shadows* by Alfred Noyes (Stokes \$1.50), the poet's first book of fiction, consists of 11 finely imagined sea tales, humorous, romantic, tragic, all but two of which are war stories.
Cable, N. Y. Times, 23:182, Apr. 21, '18.
Hunt, N. Y. Times, 23:184, Apr. 21, '18.
Morgan, Bookman, 48:489; Nation, 107:453; Spec. 121:335, Sept. 28, '18.
Noyes, Dial, 65:626; Nation, 108:57; N. Y. Times, 23:521, Dec. 1, '18.
Tales, Nation, 106:597; N. Y. Times, 23:193, Apr. 28, '18.
- *Tarkington, Booth.** *The magnificent Ambersons.*
Doubleday \$1.40
- 18-20166 "Follows the fortunes of a middle western family risen to sudden wealth and local importance in the speculative days of the early seventies, and is specially concerned with the sole representative of the third generation, George Amberson Minifer, arrived at arrogant young manhood in the early days of the automobile. Chiefly notable as an interpretation of American character arising out of essentially American circumstance and covering an era and locality usually disregarded as fiction material." *Cleveland Open Shelf*.
Bookman, 48:494; Dial, 66:86; Nation, 107:590.
- Turner, J. H.** *Simple souls.* Scribner \$1.35
- 18-26925 The conventional plot of old-fashioned romance—the love of a maid of low degree for a duke—transferred to a setting of modern London and made to appear delightful and almost probable by the author's humorous but sympathetic handling.
Dial, 65:508; Outlook, 120:380.
- *Vorse, M. H.** *The Prestons.* Boni & Liveright \$1.75
- 19-26080 Amusing and pathetic episodes told in the first person by the mother of three normal young people who have reached the age of feeling that they know everything better than their elders. Pictures a typical middle class American family.
Bookman, 48:741; Nation, 108:173.
- *Watts, M. S.** *The Boardman family.*
Macmillan \$1.50
- 18-7600 Well-written, leisurely novel with a Cincinnati and New York City background. Rebellious Alexandra Boardman, of the Boardmans, who becomes "Sandra," a noted dancer, discovers the worthlessness and ugliness of snobbery, the beauty and value of traditional standards.
Life, 71:1001; Lit. Digest, 57:41, May 25, '18.
- Webster, H. K.** *An American family.*
Bobbs-Merrill \$1.75
- 18-18882 Clever, but overcrowded social study centering about the influential Corbetts of Chicago, and, more particularly, about Hugh, the "odd" son, whose independent opinions and radical marriage cause discord. Published in *Everybody's Magazine* as *The white arc*.
Dial, 65:378; N. Y. Times, 23:450, Oct. 20, '18.

White, S. E. Simba.

Doubleday \$1.40

18-5501

Tales of hunting, travel and diplomacy in the African wilderness, marked by vivid atmosphere and appreciation of native traits; connected by the reappearing figures of Culbertson, the English ivory hunter and Simba, the splendid young savage who becomes his devoted follower. English title: *White magic*.

Dial, 65:317; Lit. Digest, 57:42, Apr. 27, '18; N. Y. Times, 23:105, Mar. 17, '18.

White, W. A. In the heart of a fool.

Macmillan \$1.60

18-20938

Pictures the development of a Kansas town from its pioneer days just after the Civil War to its industrial present. Though conventional in plot and characters and frequently disagreeable in incident, will appeal to many as an exposition of the author's sociological and religious ideas.

Bookman, 48:740; Dial, 65:556; Nation, 108:99; N. Y. Times, 23:479, Nov. 10, '18.

CHILDREN'S BOOKS

595.7

Bralliar, Floyd. Knowing insects through stories.

Funk \$1.60

18-19795

Facts in the lives of common insects entertainingly related, usually in connection with some boyhood experience of the author, in a way to interest children in their study. Though told in simple language it familiarizes them with many scientific terms. Short keys to families are given. Six colored plates and several black and white illustrations. Even so elementary a book would be the better for an index.

598.2

***Chapman, F. M. Our winter birds.**

Appleton \$1

18-22837

Readable little introduction to bird study, giving methods of attracting permanent residents and winter visitants and describing their habits and other characteristics. Colored pictures of the birds are given on the end papers together with their names and a scale of size. There are also small cuts in the text. Index.

18-9107

Tales from birdland (Doubleday \$1) by T. G. Pearson, an authority on birds, contains 10 interesting, often dramatic stories depicting well-known birds—the gull, kingbird, robin, jay, crow etc., without humanizing them. Ten attractive full-page illustrations (one in color) and many smaller ones by Charles Livingston Bull.

608

***Darrow, F. L. Boy's own book of great inventions.**

Macmillan \$2.50

18-22909

Clear, accurate account, for older boys, not only of the history of some of the great epoch-making inventions—telegraph, wireless, aviation, submarine etc., but of experiments embodying the principles involved; sufficiently elementary for the home laboratory. Illustrations, diagrams and index.

613.49

***Ferguson, H. W. Child's book of the teeth. (New world health readers)**

World Bk Co. 44c

18-13323

Excellent advice simply written by a dentist. Amusing pictures and parodies are used to hold the child's interest.

- 620** **Bond, A. R.** American boys' engineering book. (Lippincott's how-to-do-things ser.) Lippincott \$2
 18-22267 Describes for older boys, with many diagrams, such ambitious subjects as astronomy, surveying, electric power and the weather bureau, the laying of miniature railroads, the building of wharves, dams, dredges etc.
- 623.44** **McKee, T. H.** Gun book. Holt \$1.60
 18-22735 Will interest both boys and men. Traces in clear readable style the history of guns, explaining all types down to those in use at present (1918), illustrating principles by references to familiar objects and phenomena. Diagrams and other illustrations.
- 635** ***Kilpatrick, Van Evrie.** Child's food garden. (School garden ser.) World Bk Co. 48c
 18-8154 Simple, well-illustrated little book for the child's own use, assuming no previous knowledge. Gives cultural directions for the common vegetables and a few flowers, a general program for each month's work, frost maps, planting tables and brief information on canning and drying. Illustrated.
 Dial, 64:46; Nation, 106:556; Survey, 40:298.
- 636** **Fabre, J. H.** Our humble helpers; tr. from the French by F. C. Bicknell. Century \$2
 18-19308 Talks by Uncle Paul to his young friends on the habits and anatomy of poultry, dogs, cows and other domestic animals. Scientifically accurate and enlivened by humor and imagination. Illustrations disappointing.
 Rev. of Rev. 58:557.
- 654.9** ***Beard, Dan.** American boys' book of signs, signals and symbols. (Woodcraft ser.) Lippincott \$2
 18-20858 Tramps', hunters' and Indians' signs, ideographs, picturegraphs, hieroglyphics, weather signs, Morse code, nautical signals, secret writing and many other symbols described in breezy style with many illustrations; prepared especially for Boy Scouts, but has much of interest to adults. Lacks an index.
- 680** **Hall, A. N.** Carpentry and mechanics for boys. Lothrop \$2
 18-23128 Practical book with good illustrations and diagrams explaining the making of many small gifts, war and mechanical toys, camp equipment, bird houses, etc. For suggestions for tools and workshop, readers are referred to author's other books. Index.
 18-20521 *Boy activity projects* by S. A. Blackburn (Manual Arts Press \$1.25) is for use of older boys or as textbook for manual training classes. It gives detailed working drawings and directions for constructing gymnasium and wireless telegraph apparatus, camp furniture, houses for pets, sleds, playhouses etc.
- 793** ***Beard, Lina & A. B.** Mother nature's toyshop. Scribner \$1
 18-11828 Ingenious, suggestive little book which tells with many illustrations and diagrams, how to make toys, jewelry and designs out of flowers, leaves, seed-pods and similar material.

- 812 **Olcott, Virginia.** Patriotic plays for young people.
Dodd \$1.25

18-11134 Nine short, simple plays for children; aiming to give "a practical but imaginative interpretation of the vital movements in our country today" (1918), they are concerned with food conservation, love of the flag, thrift, health etc. Easily acted and require little scenery. The costumes are both fully described and clearly pictured.

18-15514 More elaborate but not difficult to give are *Patriotic pageants of today* by Josephine Thorp and Rosamond Kimball (Holt \$1) the four pageants of which appeal to older children, some even to adults. Although all but one deal directly with the war they are still useful. Directions are included for costumes, scenery and music which is an important part. May be performed without royalties if no admission is charged.

A bibliographical index useful to librarians, teachers and others interested in the production of children's plays is *Plays for children*, compiled by Alice I. Hazeltine, St Louis Public Library. It consists of a 45 page list with notes giving necessary information, and suggests plays for special days and occasions. It will be sent free to libraries.

- 822 ***Syrett, Netta.** Robin Goodfellow. Lane \$1

18-3780 Six charming, unusually well-written fairy plays for children, adaptable to elaborate or easy settings and performance. The title play and "Princess Fragoletta" are for children in their teens, "The old toys" for little ones. The other three, one of which is a flower masque, are sketches for ballets. Two could be given out of doors.

- 883.1 **Colum, Padraic.** Adventures of Odysseus and the tale of Troy; illus. by Willy Pogany. Macmillan \$2

19-340 Delightful retelling of the chief episodes of the *Iliad* and *Odyssey*, combined to make a complete narrative having both simplicity and charm. More modern in phraseology than the versions by Church and Perry. Attractive in make-up with a durable cover, maps on end papers, good type and 8 colored plates and many satisfactory illustrations in black and white.

N. Y. Even. Post, Dec. 28, '18, p. 4.

- 904 ***Chandler, A. C.** Magic pictures of the long ago. Holt \$1.30

18-21382 Ten stories of characters of history, literature or art, including Rameses II, Joan of Arc, King Lear, Bayard, the kings of the Field of the cloth of gold, Benjamin West, with pleasant descriptions of costume and customs. Originally told in the story-hour at the Metropolitan Museum of Art, and illustrated by reproductions of works of art there.

N. Y. Even. Post, Dec. 21, '18, p. 2.

- 904 **Lanier, H. W. ed.** Book of bravery. Scribner \$2

18-18470 Some 40 true tales, told for older boys, of daring exploits by land and sea. Arranged according to an ascending scale of courage, "so as to make some distinction between the bravery of Pizarro and that of Regulus." Well written, dramatic, inspiring. Emphasizes military and naval heroism.

Nation, 107:659.

- 910.9 *Van Loon, H. W. History with a match. McKay \$1.25

17-27993 "Being an account of the earliest navigators and the discovery of America." The effective amateur drawings of the author, done with a match and colored inks will attract children of all ages. The genuinely humorous and historically accurate brief text which accompanies them will appeal quite as much to adults.
Bookman, 48:474; Dial, 64:453.

- 940.3 *Perkins, L. F. The French twins. Houghton \$1.25

18-18567 Story of the escape of two French children with their mother and wounded father from shell-riddled Rheims, and of their friendship with Americans in the Foreign Legion and Red Cross. In spite of the tragic background, story has delightful touches of humor and ends pleasantly. For children of nine and over.

The *Spartan twins* by the same author (Houghton 64c) 913.38 continues the historical series begun by her *Cave twins* (*Best Books* 1916, p. 50). Dion and Daphne, aged ten are Spartans brought up on the island of Salamis. Their rural life is varied by a visit to Athens and the telling of old Greek tales. For children of ten and over. Both books have author's characteristic illustrations.

- 940.4 Tappan, E. M. Little book of the war.

Houghton \$1; school ed. 60c

18-22888 Outline of the great war to mid-1918, for the seventh and eighth grades and junior high school, with emphasis upon its picturesque and dramatic aspects and on topics specified for discussion in the "Course of instruction on the war" issued under the direction of the National Board for Historical Service. Maps and index.

18-22360 W. L. Nida's *Side lights on the war* (Hale Book Co. 60c), likewise for upper grades and high schools, gives brief sketches of the problems and triumphs of many of the factors which aided in the carrying on of the war,—aviation, submarines, camouflage, chemistry, Red Cross, coal, platinum etc.

- 973 *Nicolay, Helen. Book of American wars. Century \$2

18-18521 "An attempt to tell in a few words and in broad outline why our principal wars were fought, and how; to point out how one American war has differed from another in glory; and to show that wars, like human beings, have personal characteristics of their own." *Preface*.

Very clear and interesting. Sixteen well-reproduced portraits; maps and index.

FAIRY AND FOLK TALES

- 398.2 *Colum Padraic. The boy who knew what the birds said. Macmillan \$1.50

18-20970 Quaint, spontaneous fairy stories based on old Irish lore; embellished with pleasantly fantastic black and white illustrations by Dugald Stewart Walker.

- 398.4 Olcott, F. J. Book of elves and fairies. Houghton \$2

18-21710 Excellent collection of nearly 80 fairy tales and fairy poems, old favorites and new, "from all lands where fairies thrive," for story-telling, reading aloud and for the children's own reading. Four delightful colored plates by Milo Winter and a subject index.

BIOGRAPHY FOR CHILDREN

Lafayette. Holland, R. S. Lafayette, we come!

Jacobs \$1.25

- 18-20512 Attractive life of Lafayette, emphasizing his services in the American revolution. A final chapter outlines the events which led the United States to take up arms in the world war, and the real part played therein by the memory of Lafayette.

**Roosevelt.* Hagedorn, Hermann. Boys' life of Theodore Roosevelt. Harper \$1.25

- 18-22264 Dramatic account of Roosevelt's life up to the middle of 1918, written by an enthusiastic admirer who had access to personal and family records. An ardently eulogistic picture of his character and outline of his career with emphasis on his ideals and success. Illustrated by many cartoons and photographs. Interesting to older people as well as to boys and girls.
N. Y. Even. Post, Dec. 28, '18, p. 4.

CHILDREN'S STORIES

Austin, Mary. The trail book. Houghton \$2

- 18-21685 Oliver and Dorcas Jane stay in the museum after dark when the stuffed animals come to life and tell them legendary and historical stories of America, full of Indian and animal lore. Charmingly written. Four attractive illustrations in color and many in black and white by Milo Winter, notes on the text and glossary.

- 18-17664 *Lost Indian magic* by Grace and Carl Moon (Stokes \$1.60) is a tale of the desert Indians in prehistoric times and the adventures of the boy Kay-yah in recovering a talisman stolen from his tribe. Readable and informing. Eight illustrations in color by Carl Moon.

- 18-16488 *Lone Bull's mistake* by J. W. Schultz (Houghton \$1.35) relates the mishaps of a Blackfoot warrior who rebelled against the hunting laws of his tribe and with his family wandered outcast on the plains until an opportunity to help his people revived his old loyalty. Well constructed, faithful in details and atmosphere. More simply written than the other two but all are for older children. Four illustrations.

Moon, Bookman, 48:717.

Austin & Schultz, Nation, 107:658 & 659.

**Brown, E. A.* At the butterfly house. Lothrop \$1.35

- 18-17252 Wholesome story of natural young people in a Vermont town, happily combining school life with attractive home scenes and the charm of out-of-doors.

Cammaerts, Emile & Tita. A boy of Bruges. (Little schoolmates ser.) Dutton \$1.50

- 18-12214 Idyl of two boys' friendship in Belgium just before the war. When the German army crosses the border the two young heroes put childhood behind them and play men's parts in the defense of their country. Illustrations by Albert Delstanche. For children over twelve.

N. Y. Times, 23:362, Aug. 25, '18.

Dodge, Louis. The sandman's forest. Scribner \$2.25

18-18475 Nonsense story "for large persons to read to small persons." Describes a five-year-old's adventures in a dream-forest where all animals (except rabbits) live happily together. Charming illustrations in color by Paul Bransom.

"One of the most distinctive and original books of the year but presupposing some literary inheritance derived from infusions of Lewis Carroll, Kipling, Barrie and Kenneth Grahame." *Annie Carroll Moore* in *Bookman*, 48:471.

Nation 107:658.

***Driggs, L. L.** Adventures of Arnold Adair, American ace. Little \$1.35

18-9775 A New York boy, while at school in Switzerland before the war, makes two intimate friends, one French and one German. He enlists in the French aviation service under the former and in the course of many thrilling and realistically depicted flying experiences he encounters the latter. Interesting to men as well as boys. Parts appeared in the *Outlook*.

Nation, 107:327; N. Y. Times, 23:214, May 5, '18.

Dugmore, A. R. Adventures in Beaver stream camp. Doubleday \$1.35

18-18954 Two boys of fifteen and sixteen are cast away on an uninhabited stretch of Newfoundland coast and through their previous knowledge of camping and hunting, keep themselves alive for a year when they are rescued. Has the charm of all Crusoe narratives and much reliable information about wild life. Some of the illustrations are from animal photographs.

***Dyer, W. A.** The dogs of Boytown. Holt \$1.50

18-18152 Story of boys and dogs giving much useful dog lore about traits, care and training of the more common breeds. List of breeds and index. Illustrations are unsatisfactory.

Hudson, W. H. A little boy lost. Knopf \$1.50

18-18543 Rare fairy tale in an Argentinian setting, its theme the appeal of nature to a solitary child. Relates the adventures of a little lad who actually catches the mirage of the pampas. Of interest to the unusual child and to adults.

Bookman, 48:329; Nation, 107:658; Rev. of Rev. 58:664.

Hunt, C. W. The little house in the woods.

Houghton \$1.35

18-18529 The "little house" is a delightful bungalow on the Maine coast. Tells about the happy times a six-year-old girl had there one summer, sailing, picnicking and doing other interesting things with her parents and some friends.

***Lamprey, L.** In the days of the guild. Stokes \$1.50

18-17911 An attractive book giving in story form, as the experiences of children, descriptions of the origins of various trades in medieval England. Illustrated. For children of upper and high school grades.

"Very simply and charmingly told under the evident influence of *Puck of Pook's Hill*." *Bookman*, 48:474.

- Lippincott, J. W.** Bun, a wild rabbit. Penn \$1
 18-22012 Interesting account picturing, without humanization, the life of a pet Georgia cottontail which escaped from its pen and lived wild on a northern farm. Illustrations from good animal photographs.
- Lucia, Rose.** Peter and Polly in autumn. American Bk Co. 48c
 19-3496 Stories of how a little boy and girl visit the blacksmith, go to the fair and have other good times in the country. The fourth of these elementary readers. Pretty illustrations.
- Mitchell, Mrs A. F.** Paz and Pablo. (Children of the world) World Bk Co. 48c
 18-1389 Pleasant, simply told episodes of two Filipino children and their schooldays with the American teacher. Descriptions of their home, Philippine scenery, and some of the customs and legends interwoven. Author has lived in the Philippines. Map and many delightful naive crayon drawings by Elias Goldberg. For younger children.
- Steiner, E. A.** Uncle Joe's Lincoln. Revell \$1
 19-350 Well-written patriotic story based on an incident of the author's boyhood, when a crippled veteran of the Civil War returned to his native village in Hungary and there inspired the boys with an intense admiration for Lincoln. For older boys and adults.
 N. Y. Even. Post, Dec. 7, '18, p. 17.
- Wallace, Dillon.** Grit-a-plenty. Revell \$1.25
 19-26027 How two plucky boys "trapped" their father's hunting trail through a Labrador winter, and met serious trouble at the season's end. Wholesome, well-constructed and based on a knowledge of the country.
- *White, E. O.** The blue aunt. Houghton \$1.25
 18-18525 Exceptionally good story for little girls, recounting with delightful naturalness the everyday doings of seven-year-old Evelyn and her brother during the visit of a lovable young aunt who is interested in relief work for French orphans.
 Bookman, 48:347.

ATTRACTIVE TABLE BOOKS

- 811 Bergengren, Ralph.** Jane, Joseph and John. Atlantic Monthly Press \$2.50
 18-19506 Delightful verses written supposedly by the children of the title, describing their games and ambitions from a real modern child's viewpoint. The 6 quaint, delicately tinted colored plates by Maurice E. Day are even more engaging than the poems. In size, a thin quarto.
 Bookman, 48:473.

Boutet de Monvel, L. M. Joan of Arc. McKay \$1.50

- A18-2165 Reduced in size and price from the beautiful Century edition which sells for \$3.50. Contains the whole of the slight text but only 10 of the 40 colored illustrations. Worth getting by libraries unable to afford the other, but not to be considered if the other is obtainable.

Dodge, M. M. Hans Brinker; illus. by Maginel Wright Enright. McKay \$2.50

- 18-26968 Handsome gift volume with large type, broad margins, decorated cover, end papers and title page and 8 colored plates excellent both as pictures and illustrations and correct as to costuming. The brighter color and greater prominence given human figures will make them even more appealing to children than the perhaps more artistic illustrations of George Wharton Edwards in the Scribner \$2 edition (*Best Books* 1915).

398.3 **Mother Goose.** The little Mother Goose; illus. by Jessie Willcox Smith. Dodd \$1

- 18-18792 An attractive little book containing over 300 of the more familiar rhymes of the large edition (Dodd \$2.50, 1914), many of the black and white illustrations and the 12 charming colored plates reduced in size.

398 **Pyle, Katharine, ed.** Mother's nursery tales; told & illus. by Katharine Pyle. Dutton \$2.50

- 18-22444 Cinderella, Aladdin and some 30 other old favorites, told anew and illustrated by 7 pleasing colored pictures and 34 in black and white. Substantial cover, clear type and decorated end papers. Bookman, 48:472.

398.4 **Steel, F. A. ed.** English fairy tales; illus. by Arthur Rackham. Macmillan \$2.50

- 18-20967 Spirited retellings of 40 stories, familiar and unfamiliar. A beautiful volume with clear type, good paper, strong cover, picture end papers and delightful, quaint illustrations, 16 of them in color.

Verne, Jules. The mysterious island; illus. by N. C. Wyeth. Scribner \$3

- 18-20168 Gift book uniform with others of this series, with clear type, decorated cover, title page and end papers, 14 effective color plates and many black and white tail pieces.

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Attendance Division

COMPULSORY EDUCATION

- Article 23 of the Education Law (L. 1910, ch. 140, as amended by L. 1911, ch. 710; L. 1913, chs. 101, 511, 748; L. 1917, ch. 563; L. 1918, ch. 415; as amended by L. 1919, ch. 232.)*
Article 22 of the Education Law (as amended by L. 1919, ch. 531).

COMPULSORY EDUCATION

- Section 620 Instruction required
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 - 637 Attendance of illiterate minors
 - 638 Certificates of principals or teachers
 - 601 (Article 22) Part-time or continuation schools.

§ 620 **Instruction required.** The instruction required under this article shall be:

¹ So in original.

1 At a public school in which at least the six common school branches of reading, spelling, writing, arithmetic, English language and geography are taught in English.

2 Elsewhere than a public school upon instruction in the same subjects taught in English by a competent teacher.

§ 621 **Required attendance upon instruction.** 1 Every child within the compulsory school ages, in proper physical and mental condition to attend school, residing in a city or school district having a population of five thousand or more and employing a superintendent of schools, shall regularly attend upon instruction as follows:

a Each child between seven and fourteen years of age shall attend the entire time during which the school attended is in session, which period shall not be less than one hundred and eighty days of actual school.

b Each child between fourteen and sixteen years of age not regularly and lawfully engaged in any useful employment or service, and to whom an employment certificate has not been duly issued under the provisions of the labor law, shall so attend the entire time during which the school attended is in session. [*Subdivision amended by L. 1917, ch. 563.*]

2 Every such child, residing elsewhere than in a city or school district having a population of five thousand or more and employing a superintendent of schools, shall attend upon instruction during the entire time that the school in the district shall be in session, as follows:

a Each child between eight and fourteen years of age.

b Each child between fourteen and sixteen years of age not regularly and lawfully engaged in any useful employment or service. [*Subdivision amended by L. 1913, ch. 511.*]

3. The provisions of this section are intended to include all blind children, except such as may receive appointments under the provisions of article thirty-eight of this chapter. [*Amended by L. 1911, ch. 710.*]

4. A child within the prescribed ages as provided by this section shall be deemed in proper physical and mental condition to attend upon instruction unless a certificate shall have been issued by the school authorities that the child is not in proper physical and mental condition to so attend. No physical condition which is capable of correction shall avail as a defense under the provisions of this article unless it shall be made to appear that all reasonable measures of the correction of the condition and the

suitable instruction of the child have been taken. [*Added by L. 1919, ch. 232.*]

§ 622 **When a boy is required to attend evening school.** 1 Every boy between fourteen and sixteen years of age, in a city of the first class or a city of the second class in possession of an employment certificate duly issued under the provisions of the labor law, who has not completed such course of study as is required for graduation from the elementary public schools of such city, and who does not hold either a certificate of graduation from the public elementary school or the preacademic certificate issued by the Regents or the certificate of the completion of an elementary course issued by the Education Department, shall attend the public evening schools of such city, or other evening schools offering an equivalent course of instruction, for not less than six hours each week, for a period of not less than sixteen weeks.

2 When the board of education in a city or district shall have established part-time and continuation schools or courses of instruction for the education of young persons between fourteen and sixteen years of age who are regularly employed in such city or district, said board of education may require the attendance in such schools or on such courses of instruction of any young person in such a city or district who is in possession of an employment certificate duly issued under the provisions of the labor law, who has not completed such courses of study as are required for graduation from the elementary public schools of such city or district or equivalent courses of study in parochial or other elementary schools, who does not hold either a certificate of graduation from the public elementary school or a preacademic certificate of the completion of the elementary course issued by the Education Department, and who is not otherwise receiving instruction approved by the board of education as equivalent to that provided for in the schools and courses of instruction established under the provisions of this act. The required attendance provided for in this paragraph shall be for a total of not less than thirty-six weeks per year, at the rate of not less than four and not more than eight hours per week, and shall be between the hours of eight o'clock in the morning and five o'clock in the afternoon of any working day or days.

3 The children attending such part-time or continuation schools as required in paragraph two of this section shall be exempt from the attendance on evening schools required in paragraph one of this section. [*Amended by L. 1913, ch. 748.*]

§ 623 **Instruction elsewhere than at a public school.** If any

such child shall so attend upon instruction elsewhere than at a public school, such instruction shall be at least substantially equivalent to the instruction given children of like age at the public school of the city or district in which such child resides; and such attendance shall be for at least as many hours each day thereof as are required of children of like age at public schools; and no greater total amount of holidays or vacations shall be deducted from such attendance during the period such attendance is required than is allowed in such public school to children of like age. Occasional absences from such attendance, not amounting to irregular attendance in the fair meaning of the term, shall be allowed upon such excuses only as would be allowed in like cases by the general rules and practice of such public school.

If a child required to attend upon instruction as provided in this article does not attend at a public, private or parochial school maintained in the city or district in which the parent or guardian of said child resides, such parent or guardian shall upon request furnish satisfactory proof to the local school authorities of said city or district that said child or ward is attending upon lawful instruction elsewhere. [*Amended by L. 1917, ch. 563.*]

§ 624 **Duties of persons in parental relation to children.** Every person in parental relation to a child within the compulsory school ages and in proper physical and mental condition to attend school, shall cause such child to attend upon instruction, as follows:

1. In cities and school districts having a population of five thousand or above, every child between seven and sixteen years of age as required by section six hundred and twenty-one of this act unless an employment certificate shall have been duly issued to such child under the provisions of the labor law and he is regularly employed thereunder.

2 Elsewhere than in a city or school district having a population of five thousand or above, every child between eight and sixteen years of age, unless such child shall have received an employment certificate duly issued under the provisions of the labor law and is regularly employed thereunder in a factory or mercantile establishment, business or telegraph office, restaurant, hotel, apartment house or in the distribution or transmission of merchandise or messages, or unless such child shall have received the school record certificate issued under section six hundred and thirty of this act and is regularly employed elsewhere than in the factory or mercantile establishment, business or telegraph office,

restaurant, hotel, apartment house or in the distribution or transmission of merchandise or messages.

§ 625 **Penalty for failure to perform parental duty.** A violation of section six hundred and twenty-four shall be a misdemeanor, punishable for the first offense by a fine of not exceeding five dollars, or five days' imprisonment, and for each subsequent offense by a fine of not exceeding fifty dollars, or by imprisonment not exceeding thirty days, or by both such fine and imprisonment. Courts of special session and police magistrates shall, subject to removal as provided in sections fifty-seven and fifty-eight of the Code of Criminal Procedure, have exclusive jurisdiction in the first instance to hear, try and determine charges of violations of this section within their respective jurisdictions. A duly attested transcript of the record of attendance and absence of a child which has been kept by a teacher, as provided in section 629 of this chapter, shall be accepted as presumptive evidence of the attendance of such child in any proceeding brought under the provisions of this article. [*Amended by L. 1919, ch. 232.*]

§ 626 **Unlawful employment of children and penalty therefor.** It shall be unlawful for any person, firm or corporation:

1 To employ¹ any child under fourteen years of age, in any business or service whatever, for any part of the term during which the public schools of the district or city in which the child resides are in session.

2 To employ, elsewhere than in a city of the first class or a city of the second class, in a factory or mercantile establishment, business or telegraph office, restaurant, hotel, apartment house or in the distribution or transmission of merchandise or messages, any child between fourteen and sixteen years of age who does not at the time of such employment present an employment certificate duly issued under the provisions of the labor law, or to employ any such child in any other capacity who does not at the time of such employment present a school record certificate as provided in section six hundred and thirty of this chapter.

3 To employ any child between fourteen and sixteen years of age in a city of the first class or a city of the second class who does not, at the time of such employment, present an employment certificate, duly issued under the provisions of the labor law.

§ 627 **Employer must display record certificate and evening, part-time or continuation school certificate.** The employer of any child between fourteen and sixteen years of age in a city or district

¹ So in original.

shall keep and shall display in the place where such child is employed, the employment certificate and also his evening, part-time or continuation school certificate issued by the school authorities of said city or district or by an authorized representative of such school authorities, certifying that the said child is regularly in attendance at an evening, part-time or continuation school of said city as provided in section six hundred and thirty-one of this chapter. [*Amended by L. 1913, ch. 748.*]

§ 628 **Punishment for unlawful employment of children.** Any person, firm, or corporation, or any officer, manager, superintendent or employee acting therefor, who shall employ any child contrary to the provisions of sections six hundred and twenty-six and six hundred and twenty-seven hereof, shall be guilty of a misdemeanor and the punishment therefor shall be for the first offense a fine of not less than twenty dollars nor more than fifty dollars; for a second and each subsequent offense, a fine of not less than fifty dollars nor more than two hundred dollars. [*Amended by L. 1913, ch. 748.*]

§ 629 **Teachers must keep record of attendance.** An accurate record of the attendance of all children between seven and sixteen years of age shall be kept by the teacher of every school, showing each day by the year, month, day of the month and day of the week, such attendance, and the number of hours in each day thereof; and each teacher upon whose instruction any such child shall attend elsewhere than at school, shall keep a like record of such attendance. Such record shall, at all times, be open to the attendance officers or other persons duly authorized by the school authorities of the city or district, who may inspect or copy the same; and every such teacher shall fully answer all inquiries lawfully made by such authorities, inspectors, or other persons, and a wilful neglect or refusal so to answer any such inquiry shall be a misdemeanor.

§ 630 **School record certificate.** 1 A school record certificate shall contain a statement certifying that a child has regularly attended the public schools, or schools equivalent thereto, or parochial schools, for not less than one hundred and thirty days during the twelve months next preceding his fourteenth birthday or during the twelve months next preceding his application for such school record, and has completed the work in reading, writing, spelling, arithmetic, English language and geography, in English, prescribed for the first six years of the public elementary school or parochial school or school of equal rank maintaining an equivalent course of study in which the branches specified in

subdivision one of section six hundred and twenty of this chapter are taught in English. Such record shall also give the date of birth and residence of the child, as shown on the school records, and the name of the child's parents, guardian or custodian. Such school record certificate shall be in the form prescribed or approved by the Commissioner of Education.

No school record certificate shall be issued to any child under fifteen years of age for the purpose of obtaining an employment certificate, unless such child at the age of fourteen is a graduate of a public elementary school or parochial school or a school of equal rank maintaining an equivalent course of study in which the branches specified in subdivision one of section six hundred and twenty of this chapter are taught in English; or holds a pre-academic certificate issued by the Regents, or a certificate of the completion of an elementary course issued by the State Education Department. [*Amended by L. 1913, ch. 101, and L. 1917, ch. 563.*]

2 A teacher or superintendent to whom application shall be made for a school record certificate required under the provisions of the labor law shall issue a school record certificate to any child who, after due investigation and examination, may be found to be entitled to the same as follows:

a In a city of the first class by the principal or chief executive of a school.

b In all other cities and in school districts having a population of five thousand or more and employing a superintendent of schools, by the superintendent of schools only.

c In all other school districts by the principal teacher of the school.

d In each city or school district such certificate shall be furnished on demand to a child entitled thereto or to the board or commissioner of health.

§ 631 **Evening, part-time or continuation school certificate.** The school authorities in a city or district, or officers designated by them, are hereby required to issue to each child lawfully in attendance at an evening, part-time or continuation school, an evening, part-time or continuation school certificate at least once in each month during the months said evening, part-time or continuation school is in session and at the close of the term of said evening, part-time or continuation school, provided that said child has been in attendance upon said evening school, for not less than six hours each week or upon said part-time or continuation school for not less than four hours each week, for such

number of weeks as will, when taken in connection with the number of weeks such evening, part-time or continuation school respectively, shall be in session during the remainder of the current or calendar year, make up a total attendance on the part of said child in said evening school, of not less than six hours per week for a period of not less than sixteen weeks or in said part-time or continuation school, of not less than four hours per week for a period of not less than thirty-six weeks. Such certificate shall state fully the period of time which the child to whom it is issued was in attendance upon such evening, part-time or continuation school. [*Amended by L. 1913, ch. 748.*]

§ 632 **Attendance officers.** 1 The school authorities of each city, union free school district, or common school district whose limits include in whole or in part an incorporated village, shall appoint and may remove at pleasure one or more attendance officers of such city or district, and shall fix their compensation and may prescribe their duties not inconsistent with this article and make rules and regulations for the performance thereof; and the superintendent of schools shall supervise the enforcement of this article within such city or school district.

2 The town board of each town shall appoint, subject to the written approval of the school commissioner (district superintendent) of the district, one or more attendance officers, whose jurisdiction shall extend over all school districts in said town, and which are not by this section otherwise provided for, and shall fix their compensation, which shall be a town charge; and such attendance officers, appointed by said board, shall be removable at the pleasure of the school commissioner (district superintendent) in whose commissioner (supervisory) district such town is situated.

§ 633 **Arrest of truants.** 1 The attendance officer may arrest without a warrant any child between seven and sixteen years of age who is a truant from instruction upon which he is lawfully required to attend within the city or district of such attendance officer. He shall forthwith deliver the child so arrested to a teacher from whom such child is then a truant, or, in case of habitual and incorrigible truants, shall bring them before a police magistrate for commitment to a truant school as provided in section six hundred and thirty-five.

2 The attendance officer shall promptly report such arrest and the disposition which he makes of such child, to the school authorities of the said city or district where such child is lawfully required to attend upon instruction.

3 A truant officer in the performance of his duties may enter, during business hours, any factory, mercantile or other establishment within the city or school district in which he is appointed and shall be entitled to examine employment certificates or registry of children employed therein on demand.

§ 634 **Interference with attendance officer.** Any person interfering with an attendance officer in the lawful discharge of his duties and any person owning or operating a factory, mercantile or other establishment who shall refuse on demand to exhibit to such attendance officer the registry of the children employed or the employment certificate of such children shall be guilty of a misdemeanor.

§ 635 **Truant schools.** 1 The school authorities of any city or school district may establish schools, or set apart separate rooms in public school buildings, for children between seven and sixteen years of age, who are habitual truants from instruction upon which they are lawfully required to attend, or who are insubordinate or disorderly during their attendance upon such instruction, or irregular in such attendance. Such school or room shall be known as a truant school; but no person convicted of crimes or misdemeanors other than truancy, shall be committed thereto.

2 School authorities may provide for the confinement, maintenance and instruction of any child who is an habitual truant from instruction upon which he is lawfully required to attend, or is insubordinate or disorderly during attendance upon such instruction, or is irregular in such attendance in such schools: and they or the superintendent of schools in any city or school district, may, after reasonable notice to such child and the persons in parental relation to such child, and an opportunity for them to be heard, and with the consent in writing of the persons in parental relation to such child, order such child to attend such school, or to be confined and maintained therein, under such rules and regulations as such authorities may prescribe, for a period not exceeding two years; but in no case shall a child be so confined after he is sixteen years of age. [*Subdivision amended by L. 1917, ch. 563.*]

3 Such authorities may order such a child to be confined and maintained during such period in any private school, orphans' home or similar institution controlled by persons of the same religious faith as the persons in parental relation to such child, and which is willing and able to receive, confine and maintain such child, upon such terms as to compensation as may be agreed

upon between such authorities and such private school, orphans' home or similar institution.

4 If the person in parental relation to such child shall not consent to either of such orders said persons shall be proceeded against in court under section six hundred and twenty-five of this chapter by the school authorities or such officer as they may designate. In case the person in parental relation to such child establishes to the satisfaction of the court that such child is beyond his control such child shall be proceeded against as a disorderly person, and upon conviction thereof, if the child was lawfully required to attend a public school, the child shall be sentenced to be confined and maintained in such truant school for a period not exceeding two years; or if such child was lawfully required to attend upon instruction otherwise than at a public school, the child may be sentenced to be confined and maintained for a period not exceeding two years in such private school, orphans' home or other similar institutions, if there be one, controlled by persons of the same religious faith as the persons in parental relation to such child, which is willing and able to receive, confine and maintain such child for a reasonable compensation. Such confinement shall be conducted with a view to the improvement and to the restoration, as soon as practicable, of such child to the institution elsewhere, upon which he may be lawfully required to attend.

4-a An habitual truant and a child who, being subject to the provisions of this article, has been lawfully suspended or expelled from school, and is not receiving equivalent instruction elsewhere, as provided by section six hundred and twenty-three of this chapter, are hereby declared to be ungovernable children. Any such child may be apprehended by a truant officer of the school district or city where the child resides, or by any peace officer, and brought before a police magistrate having jurisdiction. Notice shall thereupon be given to the child's parent, guardian, or other person standing in parental relation to the child, and upon the submission of satisfactory proof that the child is an habitual truant or that, being subject to this article, he has been lawfully suspended or expelled from school and is not receiving instruction elsewhere, the magistrate may commit such child to a truant school maintained by such district or city, or, if no such truant school is maintained, to a private school, orphans' home or other similar institution if there be one, controlled by persons of the same religious faith as the persons in parental relation to such child, which is willing and able to receive, confine and maintain

such child for a reasonable compensation. [*Subdivision added by L. 1917, ch. 563.*]

5 The authorities committing any such child, and in cities and districts having a superintendent of schools such superintendent shall have authority, in his discretion, to parole at any time any truant so committed by them.

6 Every child lawfully suspended from attendance upon instruction for more than one week, shall be required to attend such truant school during the period of such suspension.

7 The school authorities of any city or school district, not having a truant school, may contract with any other city or district having a truant school, for the confinement, maintenance and instruction therein of children whom such school authorities might require to attend a truant school, if there were one in their own city or district.

8 Industrial training shall be furnished in every such truant school.

9 The expense attending the commitment and cost of maintenance of any truant residing in any city, or district, employing a superintendent of schools shall be a charge against such city, or district, and in all other cases shall be a county charge.

§ 636 Enforcement of law and withholding the State moneys by Commissioner of Education. 1 The Commissioner of Education shall supervise the enforcement of this law and he may withhold one half of all public school moneys from any city or district, which, in his judgment, wilfully omits and refuses to enforce the provisions of this article, after due notice, so often and so long as such wilful omission and refusal shall, in his judgment, continue.

2 If the provisions of this article are complied with at any time within one year from the date on which said moneys were withheld, the moneys so withheld shall be paid over by said Commissioner of Education to such district or city, otherwise forfeited to the State.

§ 637 Attendance of illiterate minors. 1 Every minor, between sixteen and twenty-one years of age, who does not possess such ability to speak, read and write the English language, as is required, for the completion of the fifth grade of the public or private schools of the city or school district in which he resides, shall attend some day or evening school or some school maintained by an employer as hereinafter provided in subdivision 6 of this act, in the city or district in which he resides throughout the entire time such school is in session; provided that no such minor

be required to attend, if the Commissioner of Health, or the executive officer of the board or department of health of the city, town, village or district, where such minor resides, or an officer thereof designated by such board, department or commissioner shall deem such minor to be physically or mentally unfit to attend.

2 Any minor subject to the provisions of this section, who wilfully violates any provisions of this section, shall be punished by a fine of not exceeding five dollars.

3 Every person having in his control any minor subject to the provisions of this section shall cause such minor to attend a school as hereby required; and if such person fails for six sessions within a period of one month to cause such minor to so attend school, unless the Commissioner of Health or the executive officer of the board or department of health of the city, town, village or district where such minor resides or an officer thereof designated by such board, department or commissioner shall certify that such minor's physical or mental condition is such as to render his attendance at school harmful or impracticable, such person shall, upon complaint by a truant officer and conviction thereof, be punished by a fine of not more than twenty dollars.

4 Whoever induces or attempts to induce such minor to absent himself unlawfully from school or employs such minor except as is provided by law, or harbors such who, while school is in session, is absent unlawfully therefrom, shall be punished by a fine of not more than fifty dollars.

5 The employer of any minor subject to the provisions of this section shall procure from such minor and display in the place where such minor is employed the weekly record of regular attendance upon a school and it shall be unlawful for any person to employ any minor subject to the provisions of this section until and unless he procures and displays said weekly record as herein provided. It shall be the duty of the teacher or principal of the school upon which he (such minor) attends to provide each week such minor with a true record of attendance.

6 Any employer may meet the requirements of this act by conducting a class or classes for teaching English and civics to foreign-born in shop, store, plant or factory, under the supervision of the local school authorities, and any minor subject to the provisions of this act may satisfy the requirement by attendance upon such classes.

§ 638 **Certificates of principals or teachers.** Certificates issued by any principal or teacher of schools as to the attendance or nonattendance of any person who should attend such school shall

be presumptive evidence of the facts therein stated. [*Added by L. 1919, ch. 303.*]

Note. Schools are to be in session for at least 180 days beginning on the first Tuesday of September. It is provided by section 492 of the Education Law, as amended by Laws of 1913, chapter 511; that all schools shall be in session for 180 days, to entitle districts to full apportionments of public moneys, and that "in common school districts the term of school shall begin each year on the first Tuesday of September."

Note. Since the following provisions of Article 22 of the school law are compulsory and mandatory, the same are included herein below.

Article 22

Section 601 Part-time or continuation schools shall be established in cities and school districts.

d The board of education of each city and of each such school district shall make necessary arrangements to begin to operate and maintain such part-time or continuation schools or classes, on the opening of the public schools in September 1920, and shall annually thereafter in September open and maintain additional schools and classes so that by the opening of the public schools in September 1925, a sufficient number of such schools shall have been established as to afford the required instruction under this article to those minors who are required to attend such schools or classes.

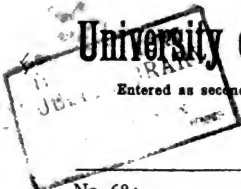
e Each minor under the age of eighteen years, who is not in regular attendance upon a public, private or parochial school or who is regularly and lawfully employed in some occupation or service, unless such minor has completed a four-year secondary course of instruction approved by the Regents of the University, shall attend a part-time or continuation school or class in the city or district in which such minor resides or may be employed. Such attendance shall be for not less than four hours per week and not more than eight hours per week for each week which such school or class is in session except that the school authorities may, subject to the approval of the Commissioner of Education, permit any such minor to increase the number of hours per week of required attendance and decrease the number of weeks of required attendance. Such minor who is temporarily out of regular employment or service shall attend such school not less than twenty hours per week. The attendance upon a part-time or continuation school or class shall be between the hours of eight o'clock forenoon and five o'clock afternoon.

h The parent, guardian or other person having the custody or

control of a minor who is required under the provisions of this article to attend a part-time or continuation school or class shall cause such minor to attend such school or class. A parent, guardian or other person who refuses or fails to comply with this provision of the law shall be deemed guilty of a misdemeanor and upon conviction shall be subject to a fine of not more than one hundred dollars or by imprisonment for not more than ten days, or both such fine and imprisonment at the discretion of the court. Any minor under sixteen years of age who fails to attend upon instruction as defined by this article shall be subject to the provisions of section 635 of the Education Law, and a minor over sixteen years of age who fails to attend upon instruction as required by this act may be punished for any such violation by a fine not exceeding ten dollars, or by imprisonment for not more than ten days, or by both such fine and imprisonment.

i Any person, firm or corporation employing a minor between the ages of fourteen years and eighteen years shall permit the attendance of such minor upon a part-time school or class whenever such part-time school or class shall have been established in the city or district where the minor resides or may be employed, and upon the termination of employment of any such minor the employer shall return within three days the employment certificate of such minor by mail to the school authorities, and a person, firm or corporation employing a minor over fourteen years of age and less than eighteen years of age contrary to the provisions of this article shall be subject to a fine of not less than twenty-five dollars and not more than one hundred dollars for each offense or by imprisonment in the city or county jail for not less than five days and not more than ten days, or by such fine and imprisonment at the discretion of the court. A person, firm or corporation, which has in its employ a minor who fails to attend a part-time or continuation school or class as required herein, shall immediately discontinue the services of such minor upon receiving from the school authorities written notice of the failure of such minor to attend such part-time or continuation school or class, and a person, firm or corporation violating this provision of law shall be subject to a fine of fifty dollars for each offense.

j The board of education of each city or district having a population of five thousand or more inhabitants is hereby required to enforce the provisions of this law and the Commissioner of Education is hereby charged with the duty and vested with necessary authority to supervise the enforcement and administration of this act. [*Amended by L. 1919, ch. 531.*]



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Visual Instruction Division

OUTLINE OF VISUAL METHOD

AS APPLIED TO

THE TEACHING OF SOUTH AMERICA

TO A

FIFTH GRADE CLASS IN GEOGRAPHY

ALBANY

THE UNIVERSITY OF THE STATE OF NEW YORK

1919

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Introductory Note

J. Paul Goode, professor of geography in Chicago University, at a recent meeting of the Department of Superintendence pointed out clearly and forcefully that the great war has brought to our attention the importance of the study of geography and the necessity of a new emphasis in the subject. There is a growing appreciation of the need of much more attention to the geography of industry and commerce, not a category of names of places and products but an understanding of the meaning of the position and resources of countries and cities, the means of transportation between them and the flow of trade.

South America is a vast continent rich in natural resources, with rapidly increasing trade in which the United States is bound to acquire an ever larger interest. It behooves the schools to teach the subject with this fact in mind.

The continent is fairly easy to study because of its relatively simple coast line and relief and because its industries are as yet chiefly those associated with the primary resources of mines, forests, grazing lands and soil. Most of the geographic facts concerning South America to be presented in the elementary school can be successfully taught rather early in the course.

The work here outlined has actually been done in a number of classrooms. The results obtained have demonstrated both the value and the practicability of such exercises. If the work seems to anyone to be more than a fifth grade class can do, let it be remembered that to insure his progress a pupil must be stimulated to reach what lies just beyond what he has yet done. Recall the observations a five year old child makes before entering school and consider the responsibility of the teacher to continue to awaken ideas.

Professor Goode says, "It is plain also that adequate teaching in geography calls for a generous equipment in globes, maps, atlases and other texts, and pictures, such as photographs, stereographs or lantern slides."

The Visual Instruction Division offers an exceptionally well selected collection of significant pictures and maps for an objective study of South America and invites the schools to make a thorough test of what can be accomplished by the visual method of presentation. The following notes are not offered as an orderly, general

statement of the visual method, but chiefly as an aid to teachers in understanding some of the aims of this method and as a means of directing the use of slides for intensive classroom study of a particular subject. The notes, therefore, will have their fullest value when read in connection with an examination of the pictures.

A. W. ABRAMS

Chief, Visual Instruction Division

Equipment

Room. Any arrangement by which the lantern can be used any day at the regular class period without taking more than a minute to darken room, attach lantern and begin work. If a special room is provided, then all or at least nearly all the class work should be done in this room.

Let it be understood at the outset that the visual method as here outlined does not consist in doing the usual book work for several days and then "showing pictures." The proposed work can not be done by occasionally taking the class to an assembly room for a lantern exercise. Take the lantern to the classroom. Use a small screen, one not larger than 6 feet square. The back of a wall map answers the purpose very well. Not all the light from the windows need be shut out. The necessary equipment is simple and inexpensive.

Books. It is essential that the class be liberally supplied with books on South America. There should surely be sufficient copies of the following to supply each pupil with one book during each study period. Do not expect to succeed with the method unless such reading material is provided.

Allen's *South America*, Ginn & Co.

Bowman's *South America*, Rand McNally & Co.

Carpenter's *South America*, American Book Co.

One copy each of the following books will be useful to pupils and teachers.

Glances at Ports and Harbors around South America, a reprint (1919) from the Bulletin of the Pan American Union for July 1917, and August 1917. Washington. *Free*.

Freeman and Chandler's *World's Commercial Products* (vegetable), Ginn & Co.

One or two up-to-date commercial geographies.

A dictionary or gazetteer for pronunciation of names.

Teachers should consult the bibliography given in List 28 for additional aids for their own use. Peck's *South American Tour* will be found especially useful. Babson's *The Future of South America*, Little, Brown and Co., deals specially with commercial interests.

There are numerous notes in List 28 not repeated in this outline. Do not overlook them.

Teaching pupils how to use books is in itself a most important function of the school. There is now too little of it. It is an essential feature of the visual method.

Maps. As many wall maps as practicable.

Besides school maps try to procure such maps as *Commercial Map of Latin America* issued by the Irving National Bank, Woolworth Bldg., New York, and the *Trade Chart* issued by the same bank. Write the Pan American Union, Washington, for maps and descriptive circulars.

Special maps in textbooks, encyclopedias etc.

News items. Columns in the New York and other daily papers, especially the Monday issue of the New York Sun, show the importance now attached to South American trade. Make some use of them. Early in the study show a picture of the Pan American building, Washington, and explain the purpose of the Union.

Time Required

By close planning South America can be covered by the visual method in five or six weeks, but it would be better to extend the period two weeks. Better results would be secured if this grand division were studied only once but thoroughly, rather than gone over two or three times in the usual way. Certainly the lantern should be used in only one grade; this should be the one in which the first full presentation of the subject is made, usually the fifth.

The Teacher

The teacher must be willing thoroughly to familiarize herself with the *subject* and further be able to differentiate essential from unessential facts. Unless she is disposed to pursue her studies much beyond the limits of the textbook, she should not attempt this method. Those teachers who have taken a class over South America in accordance with this outline report that they studied more than usual but enjoyed the work and were themselves profited. The teacher is herself to visualize correctly and vividly the different regions and the grand division as a whole, and to have clearly in mind the organized knowledge with which she is to leave her pupils at the end of the period of study.

The teacher must give the amount and sort of study to *each picture* necessary to enable her to know not merely the particular things shown in it but the significance of these things as representing important aspects of the geography of the continent.

General Procedure

Omit at the beginning all study of the grand division as a whole, such as position with reference to latitude, oceans etc., and also general shape and relief. Do not begin by teaching the name and boundaries of each country, the rivers, the mountains etc. When the several regions of the continent have been studied as outlined below so the pupil has really visualized the parts, he must see the whole. It is assumed that the pupils who are to do this work have already acquired some notions of the principal land and water areas of the earth.

Every effort to visualize the form, size and position of a part of the continent necessarily has some reference to the whole. These elements of the mental picture should involve frequent comparisons of one place or region with those already studied. The result is a better understanding of the continent than can be had by reading at the beginning statements concerning the whole. A few brief exercises on the "drill map" toward the end of the course will show that time has been gained by omitting at the beginning the "continent as a whole."

At the outset have pupils compute the length of a degree of latitude and use the result (nearly 70 miles) regularly to measure distances from the maps. Disregard meridian lines for estimating distances.

Study the pictures (including maps) first; let reading follow. If the picture work is properly done, pupils will use their textbooks and other reading enough and to good advantage. Let it be clearly understood that the visual method does not mean giving up the textbook. It does call for a new use of this aid to study.

The notes here given do not cover all the pictures of the collection nor do they direct attention to all the features worth studying. They are only suggestions. Each teacher must carefully select the teaching points that fit her purposes and can be covered in the time at her disposal.

Time to be Given to Pictures

Classes that have already done this work have given fully 50 per cent of the time of the class period each week to study from the pictures. It is recommended that one day a week no pictures be used. Let the class period be devoted chiefly to teaching, not to hearing recitations on a portion of a text previously assigned. The use of pictures is not an extra exercise; it is a different method. If

larger results can not be secured within a given time through them, there is no warrant for the visual method. But remember it is ultimate, not immediate results that should be sought.

The course of study does not call merely for an extended body of verbal information of which the teacher of one grade is to give her pupils a proportionate share. The most important work of the teacher of geography is to teach pupils how to study geography. Information is soon forgotten; the results of training are felt throughout life. Have patience at the beginning and proceed slowly.

If the class period is used largely for teaching, that is, for making ideas clear and vivid and bringing them into organized form, pupils will have time during the study period to read the fuller descriptions in the reference books. A definite mental picture can not be secured solely from the brief statements of a textbook.

Number of Slides to be Used during One Exercise

As many slides should be used during one exercise as bear directly upon the ground that can be covered in first presentation of new topics and usually some needed in making comparison with facts already presented. The number will vary somewhat but will rarely exceed ten or twelve. The rule to be followed absolutely is that slides are not to be shown for the first time, with some vague statements, after book study.

The Study Period

Plan for the study period as carefully as for the class period. In many schools the teacher is free for at least a part of the study period. Work with pupils. Direct their study. See that they are using the books, maps and other aids that have been provided. Let certain pupils have at the seat the slides on a given topic. (If requested to do so, the Division will send to the school suitable boxes for protecting slides thus used by the pupils.) Encourage them to pore over these slides and try to interpret them. Photographs corresponding to the slides are available from the Visual Instruction Division and may be placed upon a bulletin board from day to day or used by pupils at a reading table. Use pictures in the class period in such a way as to challenge an attitude of inquiry on the part of the pupil. Let him find an answer in his reading and through the exercise of his own mental powers.

Use of the Textbook

Every pupil should have a textbook at hand for daily reference. Let him see for himself how the printed names of places look and learn to spell them. Of course there is to be repeated use of the maps. Reference tables, usually ignored, should be brought into use. The textbook presents a very condensed summary of facts that is worth more to the pupil after he has done the inductive work recommended than before.

Does a fifth grade pupil know how to use a book for reference? Possibly not, but is it not the function of the school to teach him this and to do so early in the course?

Relation to English

What better basis for oral and written composition can pupils have than the full, clear and vivid ideas they may acquire from geography studied both objectively and through extensive reading, particularly when the teacher has formed in them the habit of orderly procedure in making observation, has accustomed them to note similarities and differences and has led them to draw conclusions from the knowledge acquired? Geography makes its appeal to imagination. The mental picture is no less suitable for English composition because it corresponds to a reality. Surely not all composition by pupils should be story. The practical need is for ability to state in a straightforward but orderly way what one person wants to tell another about some topic of interest. Why should we so often cast about for a topic when some study the pupils are pursuing offers so many suitable ones on which their minds have been well filled with ideas?

One principal writes, "We found that we could lengthen the geography period and shorten the English period from the fact that during the discussion on geography the pupils secured much valuable practice in English."

Testing Pupils

Use a few minutes each period in testing pupils; specific oral questions to individual pupils; one written question for the class as often as practicable, some of the answers read to the class immediately with comments. This is chiefly to give a standard of measure of results for guidance of pupils.

The first thing is to get pupils to perceive the facts, then judgments or inferences can be made. Do not allow pupils to learn verbal statements when they have not visualized the facts back of them.

Procedure Illustrated

The visual aspects of any "thing" are position, size and form (always), color and motion (sometimes) — nothing else. For example, Rio de Janeiro harbor: *where is it*, in what country, in what part of the continent, what resources lie back of it, what latitude, into what ocean does it open, where is it with reference to the ports of the United States, to those of Europe; *size*, large enough to accommodate many vessels (15 to 17 miles), deep enough for largest ships; *shape*, regular, somewhat circular, nearly land locked, backed by high ground, hence well protected, very picturesque.

Use slides Fc RA, Fc RA2, Fc RA4, Fc R2, Fc R4, F 1, F 4, Ez 3. In Fc RA and Fc RA2 orient the views with maps Fc R2 and Fc R4, that is, find on the maps the viewpoint and the direction in which the observer in each case is looking. This is essential. How is Fc RA2 related in position to Fc RA? Note how the city runs back between the mountains in Fc RA2. This view is made from the Corcovado. Find this peak in Fc RA4. Corcovado and Sugar Loaf may seem like unimportant details. You can not, however, observe a picture or actual scene just by looking at it as a whole. These peaks are notable features of the scenery of Rio. Use the names of them freely. What do the wooded areas on the steep slopes of the mountains in Fc RA4 tell about the heat and rainfall of the district? Why are no ships seen in the pictures? The views of the city represent the residence portions. From map Fc R4 note where the docks are. What is the meaning of "proposed docks"? Many millions of dollars are being expended in developing this and other harbors of South America. The work is going on rapidly, often with the aid of foreign capital. See *Glances at Ports and Harbors*.

Use F 1 for location of Rio with reference to Brazil, to the tropic of Capricorn and the Atlantic ocean.

With Ez 3 teach the position of Rio with reference to important harbors of the United States and Europe. Have pupil point out on the screen where the word Rio would appear on this map.

After the country lying accessible to Rio has been studied, pupils can infer and will see, not memorize, what the exports are. Learning of the absence of coal and iron, essential in manufacturing, they can appreciate what classes of goods are brought into Rio. Recur to this topic as the study progresses.

Do not begrudge the time spent here. If a pupil once visualizes Rio as a good harbor, he will thereafter refer to it in comparing other harbors. This is real study. The study of harbors like Valparaiso and Iquique will go fast. Rio is one of the world's great harbors. Do not reduce it to a par with all others, and dismiss it with a sentence.

Teach pupils the spelling of names as they are met. Observe quickly the spelling. The teacher pronounces distinctly, by syllables, and spells. The class repeats. Do not be afraid of concert recitations. Nothing kills a recitation more certainly than the everlasting application of the formula, "State your question, then call upon some individual to answer." The work must move forward rapidly. Do not be afraid of repetition.

As soon as you proceed to another harbor, for example Buenos Aires, review Rio by comparisons. How far from Rio? In what direction? Is it land locked? What does Buenos Aires export? What Rio? Compare size of cities.

Do not tell pupils the distance in miles between Rio and Buenos Aires. From the map have them see the latitude of each and use "nearly 70 miles" as the unit of measure of the distance between them. Having learned the position of Buenos Aires, pupils know the latitude of Valparaiso as soon as, inspecting the map, they visualize its relative position. We are all the time building in a mental picture of South America as a whole — inductively. This is the way we get our most usable knowledge in practical life.

Study the comparative size of the United States and Brazil, F 1. Come back to this often until the comparison is a working tool in the pupil's mind.

The coffee industry may be taken up next. In using the pictures, first observe them. Differentiate information that can be secured from the picture from that which is supplementary and expressed in words only. Teaching pupils how to observe and how to express precisely what they see is the chief aim. You are training pupils how to study geography. There is a vast difference between an educated mind and one filled with a hodge-podge of unrelated information. It will not be enough merely to study what is in the pictures. From the books learn the extent of the industry. Remember there is a commercial problem connected with every product not consumed locally. To what place is it sent and how?

As the study progresses pupils will realize that other countries of South America also produce coffee. Fi LeY, Drying Coffee, will

be used in studying Peru. This will call to mind the coffee raising in Brazil and the more extended range of the industry will be appreciated.

Highlands of Brazil. From a map like F 2, on which elevations are expressed by color, pupils acquire a partial notion of the areas of highland and lowland, but do not visualize slope. Try them. Teach them to read the relief of a country by interpreting the streams that flow through it. Have them trace as exactly as possible the main watershed of the highlands of Brazil, directing the pointer between the sources of the several rivers. Lead them to visualize small tributaries between the rivers actually shown on map F 4. Have pupils keep in mind that water runs down hill. Have several rivers, including those flowing south from the highlands of Brazil, traced from mouth to source or source to mouth. What does the Sao Francisco river tell about the relief of eastern Brazil? Account for the arid region of Brazil shown on map F 3. Continue this work with other regions until a habit is established. A proper study of South America will give a pupil initiative in studying other parts of the earth.

Since this collection does not contain illustrations of cattle raising in Brazil, it might be better to leave the topic until this industry in Argentina has been studied through pictures and then return to Brazil. (Only in a very general way is a political division to be the unit of study. Let the unit be rather a region, distinctive because of its physical features, its resources or its peculiar life, or an industry, or some other topic.) But now or later point out the cattle region on the map and discuss it. Have in mind three topics in this connection: the type of country adapted to cattle raising; physical features of Brazil; transportation facilities. You do not need pictures for everything. Pupils should have picked up some ideas on the topic before reaching this point. To a fifth grade pupil some words have already begun to have content. In the end words are the medium for expressing ideas. But see to it that the pupil actually has a clear, vivid mental picture. The teacher, of course, must have such a picture herself. This involves seeing details in the whole. Visualizing requires a constructive attitude of mind. Your teaching is effective to the degree to which you produce it.

Build in further the picture of Brazil. The situation of Bahia, its negro population, Fc Bx. What nationality is represented by Fc SsY? As the work progresses gradually develop the topic "races and nationalities"; negroes, Indians, whites; Portuguese, Germans, Italians. Locate areas of each on map.

Study the Amazon water system, chiefly from map but have pupils find in books and elsewhere as many pictures as possible in addition to those of the slides. Have these pictures analyzed, read, interpreted, not looked at vaguely. Study the rubber industry. The pupil should be able to construct a full and orderly report on the industry. Where in Brazil rubber is found, by whom work is done, trees, sap, smoking into balls, transportation by Indians to small stream, by succession of different type of boats to the sea, Manaus as the center of rubber-gathering industry. Do not permit yourself to bring out all such facts by separate questions. Get pupils to use the mind constructively and recite on a topic following a suggested order. They will do it readily enough if accustomed to by practice.

In using Fc Y6 be sure pupils do not call the men negroes. Note distinguishing characteristics in detail. Discourage superficial glances at pictures. This picture shows a means of transportation. Begin to "build in" this general topic. Several other means are shown in the Brazil pictures. Most pictures illustrate more than one topic, for example, Fc Y8 shows a product, Brazil nuts, and a means of transportation. The value of an observation depends largely upon its being properly classified. Pictures need not always be presented again. It may be enough to have them recalled.

There are three significant pictures of Manaus. Study width of the Amazon here, the meaning of the floating pier, navigation on the Amazon, the excellent theater shown in Fc McE. Arouse a spirit of inquiry and provide sufficient reading matter. Refer to table in textbook for size of Manaus.

The single picture of cotton at Ceara, Fc Y5, may introduce the fact that certain crops of Brazil such as cotton, grains and fruits are like those of the United States. Do not lose sight of the great size of Brazil. How far is it from Ceara to Santos?

Enough by way of illustration. When you have covered Brazil so far as a course for elementary pupils goes, check up results, group facts, test results, be sure pupils have read the textbook carefully. Brazil will take at least three or four days.

You will not have completed the study yet, but this country, half of South America, will come up again and again through comparison before South America is finished. The basis of study will be at least partly established. Much depends upon the teacher. The class period is for teaching. Do not assign one day a page of the textbook as a lesson and merely ask questions on it the next.

Argentina

We began Brazil with Rio because it is an exceptionally good harbor to present as a type, some of the main features of which can be shown by pictures, and because so much can be associated with it. Find a different point of attack in Argentina. Let it be the vast stretches of productive plains. After presenting size and position through map F 45, use physical map F 2 and the pictures showing plains, Fa Pa2, Fa Pa7, Fa Y14, Fa Y17, and Fa Y21.

Make clear that these plains are *steppes* of three main levels: under 500 feet, 500 to 1000, 1000 to 2000 feet. The word *pampas* in its more restricted use applies only to the lowest of these levels lying between the Salado and the Rio Negro. Consult F 2 and other physical maps. Study Fa Pa2. Locate Mendoza. In what direction is the observer looking? Note the arid appearance of the region. The vegetation is bunch grass. Such a region furnishes some pasturage for sheep.

It would be as indefinite to say that the prairies of the United States are in the Mississippi valley as that the pampas of South America are in Argentina. The pampas proper bear somewhat the same relation to the higher plains bordering on the Andes that the prairies bear to the Great Plains of the United States.

Use rainfall map F 3 and note grain lands along the Parana (abundant moisture), cattle lands (less rain), sheep ranches (least rain). Recall Fa Pa2. Be sure pupil knows the mean rainfall of New York State as a standard for comparison. Otherwise the figures for the different districts of Argentina mean little.

The pictures serve to attract attention. With them can be associated the significant facts. But do not fail to note where the picture was taken and to locate the place on the map. It is not memory of verbal statements we want but mental pictures. The word Argentina should call up a clear mental image of the country.

Study the same series as to remoteness from market. Australia and other countries illustrate the same general rules. Show why cattle and sheep raising can be carried on in regions remote from trade centers. Agriculture follows ranching as population increases. Reserve a full study of sheep for Australia, the principal producer. Slides are available.

Study maps F 43 and F 45 for railroads. Note how they center in Buenos Aires. Consider ease of building—country level and free from forests. Compare mileage with that of Brazil. Later compare railroad building in Andes countries. Give special attention to trans-Andine railroad. Note its east-west direction; so get

position of Valparaiso. Compare number of transcontinental railroads in North America. What part of Argentina has no railroads? Why? Memorize latitude of Buenos Aires. Use railroad map, F 43, again and again. South America is as yet an undeveloped country inviting capital.

A review of the map F 45 may be used as an introduction to a full study of Buenos Aires — the great size of the city, its imposing public buildings, hotels, parks etc. The capitol suggests form of government. See if pupil recognizes the superior design of the capitol at Washington, De H13. The custom house introduces the question of exports and imports. Do not have pupils memorize a book statement of exports. Let them recall pictures of sheep and cattle. If pupils visualize, the word cattle carries with it hides, meat, horns, tallow, beef extract, etc. Fa BS and Fa BR further establish the railroad facilities of Argentina. Recall different means of transportation in Brazil. South America is yet a new continent awaiting development. Emphasize immigration, Fa BX.

Every lesson through comparisons is a review; it is a means of building up ideas. The slides do not show all the facts to be presented. Visualization, not looking at pictures, is the end sought.

Present with due emphasis the size of the Parana river, and also the fertile country through which it runs. Show possibilities of future development.

Emphasize the position of Argentina in the (south) temperate zone. Have in mind that the great nations of the earth have a temperate climate.

Argentina, an agricultural country; note especially the absence of coal and iron, essentials in manufacturing. Is water power abundant? Compare with many swift streams of New York.

Argentina, southern Brazil and Uruguay constitute a vast region of great latent wealth.

Teaching Points of Certain Slides — Illustrations

- Fa Y15 Significance of windmill. Are windmills common in your locality? Why?
- Fa Y16 Fences and barn. Where is the scene? Why do you not expect a cattle ranch here?
- Fa PoY Oranges. Compare place with Florida as to latitude and climate. Why are oranges cheap? Supply and demand. Perishability. Transportation facilities.

Uruguay and Paraguay

Present Uruguay and Paraguay in connection with Argentina as a part of the study of the Plata river system. Let the aim be to have pupils think of this region as a whole. Treat state boundaries incidentally.

The number of pictures available is very limited, but the main features of these two states are similar to those illustrated pictorially elsewhere and can be visualized from verbal descriptions. Always keep pictures subordinate to the end of your teaching. The ever present question is, Has the pupil visualized the thing itself?

If the pupil is making progress in his habits of study, he is beginning to ask himself certain kinds of questions when a new object of study is presented. What does it look like? Just where is it situated or placed? How large is it? What is its form or shape? Of what does it consist? In case of a country, how would one get to it? What sort of people live there? What do they do for a living? What language do they speak? What kind of a government do they have? What are their means of transportation? What trade do they have with their neighbor, etc.?

A school that graduates pupils without developing in them an initiative in asking themselves such questions has signally failed in its mission and at best has given but meager returns for a very large expenditure of time and money. The mechanic is certain to have his work checked by a rigid standard. Is it accurate? Is it what he was expected to do? Let the teacher look over the work of any class period and ask herself, What is this period worth in real educational units? Verbal information in itself is of very little consequence, especially when expressed in isolated statements. Check up by the vital questions: Is the pupil mentally aggressive? Is he learning to observe? Is he putting his observations together and drawing significant conclusions? Is he developing the ability to think? Is he gaining power to express his ideas orderly, clearly, vividly? Do not be impatient for immediate evidence of results.

In case of the South American countries Paraguay, Uruguay and Colombia, test the value of the visual method as already used by noting the ability of pupils to visualize without the aid of actual pictures. Pictures have not been used educationally if, by their use, pupils have not gained in ability to visualize from verbal descriptions similar scenes without the aid of them.

But even with these countries make full use of the maps. Interpret them. The three pictures for Uruguay, however, are significant and introduce factors not already presented.

rj MA2 A breakwater — what it is, when needed; the general question of harbor improvements.

Fj MA1 Note name of vessel. What nationality? Competition of Europe and the United States for South American trade.

Fj X2 Rural versus urban population; an agricultural country.

Note the natural advantages of Paraguay, its undeveloped resources, its favorable conditions of soil and climate, its possibilities of river transportation. Compare the Plata drainage area with that of the Mississippi.

Southern End of the Continent

Observe the boundary line (F 4) between Argentina and Chile, but otherwise disregard political divisions.

Observe map F 5 closely especially for the Strait of Magellan and Tierra del Fuego. From what ocean does the strait begin on the east? the west? The strait may be represented by three straight lines. What is the relative length of each? What the direction? Make this exercise a test in observation. Have some pupil draw lines on board. Note whether he has observed the relative position (latitude) of the eastern and the western ends. From an inspection of the map the class can see that the north-and-south section is about a degree long. Convert into miles.

Teaching points of Fd PuA2, Punta Arenas. In which direction is the observer looking in the picture? If there is any hesitation, project F 5 again and note location of city. Lead pupils to see snow. In what month was the picture made? What season? Where is the sun with reference to the observer? Determine by noting shadows made by the houses. The aim is to teach concretely that the position of the sun in the southern hemisphere is the opposite of that in the northern.

Fd PuA. Kinds of ships; number. A port of call — why needed? A coaling station — where is the coal obtained? Strait of Magellan belongs entirely to Chile, but it is free to all commerce — freedom of waterways. Name other ship passages that are free. The most southern city in the world. Use map Ez 3. Compare latitude of Punta Arenas with that of London. Size of city. Encourage pupils to consult tables in textbook.

Fd Mb2. Tops of partly submerged mountains. Examine map of west coast of Chile. Note latitude of Strait of Magellan; meaning of snowcapped peaks (effect of altitude). Forests also tell of abundant moisture. Use rainfall map.

There is time for all this, but the teacher must know for what each picture is to be used and see that the exercise moves along rapidly. She is chiefly concerned with awakening ideas, not in "hearing a recitation."

Which part of Argentina is sparsely populated? Inspect map F 45. Have pupils note where the railroads are. Let a pupil point out on the screen each city indicated on the map for the northern part, numbering in order as he does so; in the southern part. Train in map reading. Do not be content merely to give information about South America.

There are some people in this southern end of the continent. Use pictures of Ona Indians. Their size; dress; houses. How do these Indians get a living? What does the method of living tell about the stage of civilization? Compare Fa X3 and Fa X4. How did the Indian of Fa X3 get the material for his house? Have pupils recognize the primary needs of food, clothing and shelter.

In the study of Indians of southern Argentina, have in mind the topic "people" and that there are very many Indian tribes in different stages of civilization in South America.

Regions of Chile

Note the length of Chile compared with width. The approximate latitude of the southern end has been fixed in mind. Also the latitude of Rio de Janeiro. Use map F 1 to get latitude of northern end compared with that of Rio de Janeiro. Get more exact latitude from some large scale map. Convert length of Chile in degrees into miles. Inspecting F 1, compare with the east and west distance across the United States, which should already be known or now ascertained. The mean breadth is about 70 miles. Visualize by recalling some place 70 miles from the pupil's home.

Think of Chile as divided into three sections — southern, central, northern.

The southern section has already been studied in part. Little more need be done except to observe more carefully that it is made up of islands, peninsulas and channels, to note the absence of towns and to learn something about the Araucanian Indians, Fd X3. Both the northern and the southern sections are very sparsely settled. After studying the northern sections and by way of recurring to the study of the southern section, bring out strongly the differing causes of small population. The northern section hot and arid, the southern cold and wet.

In general, do not try to finish the study of one section before taking up another. Your unit of study is not a whole country but rather a topic like climate, people, production or transportation. Comparison is one of the most effective means of developing clearness of ideas. It also involves a review, a form of review preferable to a going over ground a second time in the same manner as at first.

In studying Fd SA2 note not only the progressive appearance of Santiago, but especially the mountains back of it. In which direction are you looking? Fd SZ1 gives a still better idea of the valley. Emphasize agricultural interests. Have pupils read about products. The plantation residence Fd SZ tells of the large estates that are characteristic of the region. How far are large estates the rule in the rural sections of South America? Why? Compare with New York State farms. What are the teaching points of the chamber of deputies, Fd SG, and of other fine buildings like Fd SN and Fd SR?

Compare Valparaiso, Fd VA, with Rio as to harbor conditions. Where are the ships? Number? What do they carry? To what countries do they go? Note from Fd VA2 the absence of a coastal plain. England and Germany have had a much larger trade with Chile than has the United States. Why? How should the Panama canal affect this trade?

Copper mining, an important industry in ~~Brazil~~ ^{Chile}, is not illustrated by the slides in this collection. In using these slides and the notes accompanying them, the school course of study is not to be overlooked. They emphasize certain features. The teacher must exercise her own judgment in planning her work.

Four views of the trans-Andine railroad are cataloged under Argentina, two under Chile. In teaching the topic they may be thus separated or all used here. In any case emphasize its function in commerce and in uniting the people of two countries. So use the slides as to leave the pupils with a vivid mental picture of the character of the road and the engineering problems involved. Compare the eastern and western ends of the road, thus making ideas clearer and providing for review. Early in the course in geography pupils should come to recognize through such specific illustration the significance of an important transportation route.

Slide Fd Am8, The Christ of the Andes, offers an excellent means of illustrating how nations are coming to settle their disputes. No mere verbal statement about arbitration can leave upon pupils the lasting impression that this picture may be made to give.

Northern section — great aridity, see it in the pictures; absence of trees, shrubs and grass. Use map F 3. Observe the character of the seaport Iquique. Compare with Rio. Emphasize nitrate industry.

Pupils can be interested in the fact that Chile took the nitrate fields from Peru and Bolivia through war and that the district is a great source of wealth for her. Use map and slide Fd VE.

What does the method of loading mules on steamer in Fd CsY tell about the harbor of Coquimbo? Continue to compare the harbors of the east coast with those of the west coast.

The West Coast Desert

Extent 100 by 1600 miles.

Give considerable attention to developing a correct notion of the characteristic features of a desert (see Bowman, pages 84-87). Here as elsewhere have in mind that you are teaching a geographic type that will be met in later studies. We need have little interest in mere place geography; nor need anyone doubt the ability of pupils ten or eleven years of age to understand the main features of a desert if they are presented vividly and objectively.

Some features of the west coast desert have already been studied under Chile. Now make the entire region the unit of study. Some of the slides show conditions and there are numerous significant pictures in the books recommended. Continue to examine maps. Subtopics — ~~amount of~~ rainfall (map F3), vegetation, drinking water, irrigation, difficulties of travel, resources, people, causes of the desert.

The reclaiming of this desert is illustrated by Ti Sv25, planting sugar cane. Reserve full study of details of planting for time when sugar is the main topic. Here emphasize the favorable conditions for sugar production in Peru. Note especially the fact that a level plain between the mountains is irrigated. The place is a few miles northeast of Lima.

The Western Coast Line

The lack of bays, islands and promontories. Seaports are open roadsteads. Study the method of landing passengers at Salaverry, Fi SX, as an example. Recall Fd CsY. Is the coast stormy, like that of North Carolina, or calm?

Give special attention to Callao, the principal seaport, and Lima, the capital of Peru. Also to Molendo and Arequipa.

Review the ports of northern Chile.

Compare the length of the coast of Peru with that of the Atlantic coast of the United States. The size of each of the South American states must be recurred to often to establish a correct conception of it — to have it actually visualized.

Highlands of Bolivia and Peru

There are ample descriptions in the books and the visual method of presentation is illustrated elsewhere. This whole highland district is exceedingly interesting and commercially important. A number of the pictures are striking. It is largely left to the instructor to determine the teaching points of each picture. Special note is made of the following.

Mt Misti, Fi ArZ2, may be the first volcano the pupils have ever studied. Observe and account for its form. Reserve discussion of causes for a later grade.

Observatory, Fi ArZ. Why located here — clearness of the air.

The engineering feat of the Oroya railroads of this region should have attention. Keep before pupils what it is that leads to the expenditure of vast sums for the construction of such transportation facilities and the need of more capital for the full development of the mineral resources of these highlands. Do not fail to interpret the meaning of all pictures used. Study also the llama and its use in this region for transportation.

Mining operations are not fully shown by the pictures of this collection. The location of the mines and certain surface views are all that can be presented advantageously to the pupils for whom this outline is prepared. Make the most of these.

Compare the highlands of Peru and Bolivia with the plains of the Orinoco and the La Plata river system. While the highlands as a whole are not well adapted to agriculture, several views show that there are areas of fertile land, Fi Hu2, Fi Hu5, Fi LeY. What does Fi Hu3 tell about the state of agriculture?

The population of the region consists largely of Indians and mixed blood. The range of pictures is large. Use in a way to make the topic stand out in the pupil's mind.

The Incas

The stories of the Incas are too fascinating not to have more than passing attention.

The Plains of Peru and Bolivia

Since the plains of Peru and Bolivia are now commercially of little importance and but sparsely settled, one is apt to lose sight of their great extent. Study the maps. Visualize the situation when transportation is more fully developed along the line of the two great river systems that begin in this region. To the north there are vast forests of valuable timber, in the southeastern part of Bolivia grazing and agricultural lands.

The picture of the Indian with the blow pipe, Fi X5, illustrates the primitive condition of the present inhabitants of the region.

Ecuador

Three pictures of this country have special teaching points. Ff X9 tells of pack animals as a means of transportation and points to the lack of railroads. The covering for the legs of the donkey introduces the idea of the hard life of such beasts of burden and of the insect pests that infest the hot region around Guayaquil.

In connection with Ff X4 take up some discussion of educational opportunities in South America. What other pictures of the collection are related to this topic?

Of what are the houses in Ff CcA made? Would this material be used if forests were abundant? Note absence of trees over the landscape. How do the streets seem to be laid out? Why are so many of the houses along the Andes built of one story only.

The cacao pictures made in Trinidad might be used here where the industry is so important. In any case have pupils understand by referring to the cacao-producing countries in what heat belt the tree thrives.

Compare the size of Ecuador with that of New York State.

Northern Countries

Nearest to the United States, but undeveloped, hence little commerce with us. Keep this idea before the class. What are the possibilities of development?

Begin with Fk XI5, Coast Range Mountains. A certain teacher in using this picture considered only details relative to the two men in it and the flowers in the foreground, not even emphasizing the character of roads and transportation facilities. The significance of the mountain range is the main point. Locate the range on a map. Have pupils see that it is a barrier to trade between the coast and the interior.

Note this range in Fk LcA and while having pupils understand that La Guayra is the seaport of Caracas, note the absence of a good harbor. With Fk LcZ and Fk X16 further develop the problem of transportation. Study the situation of Caracas through Fk CA and a map.

The part played by Gen. Simon Bolivar in freeing states of South America from Spanish rule will interest pupils and some attention might be given here to his work. See Fk CE. With what other countries is his name associated?

Venezuela means "little Venice." What is the application? Let pupils learn about dwellings on piles in Lake Maracaibo, Fk Mc9. What does the picture tell of present civilization?

Aim to give a clear impression of the Orinoco drainage area. Get extent not by reciting figures, but through an interpretation of the map, F 67. With the map discuss the delta. What kind of vessels are used on the river? See Fk X24. For how many miles is the river navigable? Use Fk X2, showing San Fernando, and locate on map. How wide does the river appear here? Compare with some stream known to pupils.

Fk XI, Fk X35 and Fk X3 present some characteristics of the llanos. Give ideas presented a significant tropical grouping. What evidences do these pictures present of lack of transportation facilities? What is the usual relation of population and easy means of travel and transportation? The picture of loading hides, Fk CuY, illustrates not only a poor harbor, but represents a cattle product.

What is the life of the more wealthy inhabitants of Venezuela? Base the topic on Fk X7, Fk X75 and Fk X77. How far do these conditions prevail through the continent? Compare life among the lower classes, using Fk CuB and Fk X85.

The backward state of agriculture is illustrated in Fk X4. First analyze the picture — the kind of plow, the oxen, the bare-footed plowman. From their reading let pupils learn how far the scene is typical.

What a row of soldiers is seen in Fk CrX! This is a good picture with which to associate some facts about the government of Venezuela.

If the views of salt gathering on the small Isle of Coche are used, have pupils class the product as a mineral resource and ascertain the method of procuring it, namely by solar evaporation. Who are doing the labor?

Trinidad belongs properly with the Lesser Antilles but may be considered here. Get as clear an idea of the asphalt industry as possible, distinguishing what is learned from the pictures from what is acquired through reading and from observation of the uses of asphalt. Locate a district in Venezuela that produces asphalt. Note that this is a mineral resource.

The picture of rubber trees serves to review the rubber industry and introduces the idea of a plantation.

The two views of cacao should be observed here, but pupils need to go to their books to learn which of the countries are the chief producers of cacao. Note that cacao pods, like apples, vary in color according to variety. Why do the pods grow on the trunk of the tree? How large are they?

The Guianas are of little commercial importance and do not require much attention. The five pictures offered are, however, significant. What is the meaning of the white clothes worn in Fgc AX? Do not begrudge the time required to locate the scene on a map. Associate those white clothes with latitude. The pictures of Indians and of the negro are good studies of races in the Guianas and of their food, clothing, shelter etc.

Reorganization of Ideas

Now is the time to group under appropriate headings the facts that have been studied inductively. Consider such topics as sea-ports, harbors, resources, exports, imports, transportation (land and water), governments, countries (their relative size and boundaries), races, nationalities, drainage, mountain ranges, mountain peaks, plains, zones, climate, rainfall, plant life, and animal life. This is the study of the "continent as a whole" that was omitted at the beginning.

This grouping of the facts learned involves a review and is a much more valuable exercise than going over the study of the continent in the same manner as at first. Selected slides may be used for the several topics, pupils explaining the significance of each in relation to the topic under consideration. The exercise should move rapidly and in a way to serve as a test of each pupil's comprehension of the subject. There is to be no development of specific facts. The whole aim should be to organize the knowledge already acquired.

Use of Drill Map

Begin the use of the drill map, F 42, about a week before the course is completed. The map is without names. It should be

covered daily. But little time is required. Let pupils recite in rotation, the second one rising as the first is taking his seat. If a pupil can not answer immediately, he fails. Do not wait for an answer. In this way cover countries, mountains, plains, rivers, cities, the products of a district, etc. Point to each and have pupil name; name and have pupil point to each.

Results

Do not expect all pupils to do equally well under this method of instruction. The dull pupil's interest will be aroused and he will actually get much benefit from this method. But the results will be most noticeable in the bright pupil. The nearest approach to uniformity of results can be secured by having pupils memorize the words of a book.

List of slides

This list of slides, with brief titles, is given for reference. It is expected to aid teachers in planning and checking work. It contains 179 titles, of which 39 do not appear in the 1918 edition of List 28; that list in turn contains 52 titles not given here. This special collection of slides is furnished unbroken to schools wishing to teach South America by the method here illustrated.

Call no.

De P15 The Pan American Union Building. Washington

Maps

Ez 3	Trade Routes Shortened by Panama Canal
F 1	South America—Relative Size of Brazil and United States
F 2	Physical Map of South America
F 3	Annual Rainfall and Winds in South America
F 4	Political Map of South America
F 43	Railroad Map of South America
F 45	Argentina, Chile and Uruguay
F 5	Southern Extremity, Magellan's Route
F 55	Peru and Bolivia
F 6	Colombia, Ecuador and Panama
F 65	Venezuela and Guiana
F 67	Relief Map of Venezuela
F 7	Portion of La Plata Drainage Area
F 42	Drill Map of South America

Argentina

Fa BH	Government House. Buenos Aires
Fa BG	Capitol. Buenos Aires
De H13	Capitol. Washington
Fa BC	Plaza del Congreso. Buenos Aires

Call no.	
Fa BG6	Custom House. Buenos Aires
Fa BB	River Boats at Dock. Buenos Aires
Fa BS	Retiro Station. Buenos Aires
Fa BR	Railroad Clearing House Building. Buenos Aires
Fa BP	Plaza Hotel. Buenos Aires
Fa BD1	Avenue of Royal Palms. Buenos Aires
Fa BE5	National Monument. Buenos Aires
Fa BD9	Recoleta Cemetery. Buenos Aires
Fa BX	Emigrants from Northern Europe. Buenos Aires
Fa PoA	Posadas
Fa PoB4	View across the River. Posadas
Fa PoY	Piles of Oranges on Ground. Posadas
Fa Pc2	Steamer near shore; Travelers. Upper Parana River
Fh Pc2	Boats Coming to Meet Steamer. Paraguay
Fa Pn2	View down Iguazu River, Junction of Three Countries
Fa Ig	Map of Iguazu
Fa Ig2	Iguazu Falls
Fa Pa2	Pampas and Foothills of the Andes
Fa Pa7	Supplies Hauled across the Pampas
Fa X3	An Ona Archer and Family. Tierra del Fuego
Fa X4	An Ona Woman and Huts. Tierra del Fuego
Fa Y12	Huge Piles of Wheat. Near Buenos Aires
Fa Y14	Herd of Cattle Grazing. Province of Buenos Aires
Fa Y15	Barn and Windmill on Large Estate
Fa Y16	Viewing Prize Bulls
Fa Y17	Beef Cattle on Pampas Plain
Fa Y21	Hauling Wool over the Plain
Fa Y3	Loading Lighter with Bales of Wool
Fa Am5	Train at Station. Trans-Andine Railroad
Fa Am3	Beginning of Cog Road. Trans-Andine Railroad

Bolivia

Fb I1	Mt Illimani
Fb I12	Yungas Pass
Fb Ti2	Lake Titicaca, Southern End
Fb Ti6	Huts and Balsas. Lake Titicaca
Fb LA	Panorama of La Paz
Fb LC	Long Narrow Street and Natives. La Paz
Fb LX3	Native Boys in Ponchos. La Paz
Fb LY	Llamas in Street. La Paz
Fb X2	Cholas in Bright Dresses and Shawls
Fb X3	An Indian Man
Fb X24	Chola in Gala Attire

Brazil

Fc RA	Panorama over City: Harbor Entrance. Rio de Janeiro
Fc R2	Map of Harbor. Rio de Janeiro
Fc RA2	Panorama of City and Harbor. Rio de Janeiro

Call no.	
Fc R4	Map of City. Rio de Janeiro
Fc RA4	View from near Base of Sugar Loaf. Rio de Janeiro
Fc RC3	First of March Street. Rio de Janeiro
Fc BA	Upper and Lower Levels of City. Bahia
Fc BX	Negro Women in Street. Bahia
Fc Y5	Negroes Piling Bales of Cotton. Ceara State
Fc McB	Public Square. Manaos
Fc McB2	Floating Pier. Manaos
Fc McE	Monument Commemorating Opening of Amazon. Manaos
Fc Y15	Coffee Blossoms. Santos
Cd Y2	Two Year Old Coffee Tree. Africa
Fc Y2	Large, Young Coffee Plantation. Santos
Fc Y4	Hauling Bags of Coffee Berries. Santos
Fc Y44	Coffee Drying Floor. Santos
Fc SeB	Steamers Being Loaded with Coffee. Santos
Fc SsY	Cheese Market. São Paulo
Fc Y6	Natives Carrying Balls of Crude Rubber
Fc Y7	Sacks of Yerba Maté
Fc Y8	Boat with Brazil Nuts. On the Amazon
Fc X2	Transportation Facilities in Interior of Bahia State

British Guiana

Fga X1	Carib Indian Village
Fga X2	Carib Indian Shooting Fish

Chile

Fd CsY	Loading Mules onto Steamer
Fd VA	Harbor. Valparaiso
Fd VA2	Panorama of Valparaiso
Fd VE	Naval Monument. Valparaiso
Fd SA2	Panorama of Santiago
Fd SG	Congressional Building. Santiago
Fd SN	National Museum. Santiago
Fd SR	Private Residence. Santiago
Fd SZ1	The Central Valley between Santiago and the Andes
Fd SZ	Plantation Residence. Near Santiago
Fd Am6	Train Leaving Tunnel. Trans-Andine R. R.
Fd Am8	"The Christ of the Andes." Trans-Andine R. R.
Fd LoY2	Coal Mine. Lota
Fd Mb2	Mountains along Straits of Magellan
Fd Sm2	Guia Narrows, Smyth's Channel
Fd PuA2	Panorama of Punta Arenas
Fd PuA	Roadstead of Punta Arenas
Fd X3	Hut of Araucanian Indians
Fd AoA	Panorama of Antofagasta
Fd IqA	Panorama of Iquique
Fd Y2	Blast in Nitrate Fields

Call no.	
Fd Y1	Diagram of Nitrate Bed
Fd Y3	Man Working in Nitrate Field
Fd Y34	Hauling Carts Filled with Nitrate
Fd Y36	Portable R. R. in Nitrate Fields
Fd Y4	Settling Pans of Nitrate Factory

Dutch Guiana

Fgc AX	Dutch Commandant and Family. Albina
Fgc X2	Bush Negro Making a Canoe
Fgc X6	Carib Indian Village

Ecuador

Ff CcA	Panorama of Canar
Ff X9	Donkey with Pack Saddle
Ff InG	Ruins of Inca Fortress
Ff X2	Boy and Little Sister on Way to Market
Ff X4	School Girls. Quito

Peru

Fi ArZ2	Mt Misti from Arequipa
Fi ArZ	Harvard Observatory. Near Arequipa
Fi CcB	Passenger Landing Pier. Callao
Fi CfZ	Rio Blanco Smelter. Near Cerro del Pasco
Fi Hu2	Farming District. Huancayo Valley
Fi HuA	Street and Market Place. Huancayo
Fi Hu3	Plowing with Oxen. Huancayo Valley
Fi Hu4	Wheat Field and R. R. Train. Huancayo Valley
Fi Hu5	Swing Bridge. Huancayo Valley
Fi LC3	Plaza Bolognesi. Lima
Fi LX	Woman Vegetable Vendor. Lima
Fi LX2	Bull Ring. Lima
Fi LeY	Drying Coffee. La Merced
Ti Sv25	Planting Sugar Cane. Peru
Fi Mo.A	Mining Town. Morococha
Fi PcY	Ginning Cotton. Palpa
Fi Pv6	Thatched Houses in Apurimac River Valley
Fi SX	Landing Passengers from Steamer. Salaverry
Fi TrC	Unpaved Sandy Street. Trujillo
Fi Or2	Tunnels. Oroya R. R.
Fi Or4	Switchback. Oroya R. R.
Fi Or6	Lake and Mountain View. Oroya R. R.
Fi Or8	Mountain Scenery. Near Morococha
Fi X5	Blow-pipe Indian. Amazon Valley
Fi Z2	Working Guano. Punta Lobos
Fi In2	Walls of Inca Fortress. Cuzco
Fi In5	Chief Temple. Machu Picchu
Fi In6	Citadel of Ollantaytambo
Fi In63	Street in Inca City. Ollantaytambo

Uruguay

Call no.	
Fj MA1	Panorama of Montevideo
Fj MA2	New Harbor. Montevideo
Fj X2	Countryman in Bombachas

Venezuela

Fk CuB	Unpaved Street. Cumana
Fk CuY	Loading Hides onto Government Steamer. Cumana
Fk CA	Panorama of Caracas
Fk CE	Bolivar Statue. Caracas
Fk X77	Men in Club House. Caracas
Fk X75	Typical Patio
Fk X7	A Building of a Hacienda. Near Caracas
Fk X4	Man Plowing with One-handed Plow
Fk LcA	Shipping in Open Roadstead. La Guayra
Fk X16	Pack Train Bringing Cacao to La Guayra
Fk X15	Trail through Coast Range Mountains. Near La Guayra
Fk LcZ	Railroad Along Mountainside. Near La Guayra
Fk Mc9	Pile Dwellings in Lake Maracaibo
Fk X24	River Boat on the Orinoco
Fk X2	Boat Taking on Cargo. San Fernando de Apure
Fk X1	Transporting Supplies over the Llanos
Fk X35	Llanero Crossing Flooded Country. Central Venezuela
Fk X85	Carib Indians. On Bank of the Orinoco.
Fk Z2	Salt Gatherers. Isle of Coche
Fk Z22	Native Women Carrying Bags of Salt
Fk Z24	Loading Bags of Salt onto Steamer
Fk CrX	Soldiers. Cristobel Colon
Nu Cm1	Condor.

Trinidad

Eu TY	Pitch Lake
Eu TY2	Digging Asphalt
Nn Ca64	Cacao Tree Trunk
Nn Ca7	Husking Cacao
Nn Ru7	Rubber Plantation

University of the State of New York Bulletin

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No. 685

ALBANY, N. Y.

May 1, 1919

PHARMACY LAWS OF THE STATE OF NEW YORK

RULES OF THE BOARD OF PHARMACY

and

EXCERPTS FROM THE PENAL LAWS

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ALBANY

THE UNIVERSITY OF THE STATE OF NEW YORK

1919

Xp5r-Jl19-7500 (7-844)

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University
With years when terms expire
(Revised to September 1, 1919)

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1927 ALBERT VANDER VEER M.D. M.A. Ph.D. LL.D.
Vice Chancellor Albany
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School Buildings and Grounds, FRANK H. WOOD M.A.

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and

EXCERPTS FROM THE PENAL LAWS

ALBANY

THE UNIVERSITY OF THE STATE OF NEW YORK
1919

STATE BOARD OF PHARMACY 1919

With years when terms expire

- 1920 JOHN HURLEY (pharmaceutical chemistry), Little Falls
1920 J. LEON LASCOFF (practical pharmacy), Lexington av. & 83d st., New York
1920 JACOB DINER (theoretical pharmacy), 316 W. 84th st., New York
1921 WILLIAM MANSFIELD (materia medica and botany), 43 Eagle st., Albany
1921 CHARLES B. SEARS, *President* (toxicology and posology), 109 Genesee st., Auburn
1921 WILLIS G. GREGORY (toxicology and posology), 125 Bedford av., Buffalo
1922 JACOB H. REHFUSS (commercial pharmacy, pharmaceutical jurisprudence and pharmaceutical Latin), 252 Sumner av., Brooklyn
1922 GEORGE C. DIEKMAN, *Vice President* (pharmaceutical chemistry), 115 W. 68th st., New York
1922 BYRON M. HYDE (theoretical pharmacy), 202 Main st. E., Rochester
Secretary, WARREN L. BRADT, Education Building, Albany

Committees

On Violations

Albany: JOHN HURLEY, WILLIAM MANSFIELD, JACOB H. REHFUSS
Buffalo: BYRON M. HYDE, CHARLES B. SEARS, WILLIS G. GREGORY
New York: GEORGE C. DIEKMAN, JACOB DINER, J. LEON LASCOFF

On Questions

WARREN L. BRADT, WILLIAM MANSFIELD

Syllabus

WILLIS G. GREGORY, HENRY H. RUSBY, AUGUSTUS S. DOWNING

All correspondence relating to the issuance of pharmacy student certificates and admission to examinations for druggists and pharmacists should be addressed to George M. Wiley, Director, Examinations and Inspections Division, Albany, N. Y.

All correspondence relating to violations of the pharmacy law, the registration of stores, etc. should be addressed to Warren L. Bradt, Secretary, State Board of Pharmacy, Albany, N. Y.

Office of the board, Rooms 246-247, Education Building, Albany

**DATES FOR THE PHARMACY, DRUGGIST AND JUNIOR
PHARMACIST EXAMINATIONS FOR 1920-26**

1920
Jan. 27-29
May 18-20
June 29-July 1
Oct. 5-7

1921
Jan. 25-27
May 24-26
June 28-30
Sept. 27-29

1922
Jan. 24-26
May 23-25
June 27-29
Sept. 26-28

1923
Jan. 30-Feb. 1
May 22-24
June 26-28
Sept. 25-27

1924
Jan. 29-31
May 20-22
June 24-26
Sept. 23-25

1925
Jan. 27-29
May 19-21
June 23-25
Sept. 22-24

1926
Jan. 26-28
May 25-27
June 29-July 1
Sept. 28-30

[4]

PHARMACY LAW

Public health law, chapter 45 of the Consolidated Laws. Became a law June 8, 1910.

ARTICLE XI PHARMACY

- § 230 Definitions
- § 231 State Board of Pharmacy; appointments; nominations; examiners; secretary; expenses
- § 232 Powers and duties of the board; records; employees
- § 233 Licenses; certificates; examinations; rules
- § 234 Pharmacies; drug stores; stores
- § 235 Apprentices and employees
- § 236 Working hours and sleeping apartments
- § 237 Adulteration; misbranding and substituting
- § 238 Poison schedules; register; opium and other prescriptions
- § 239 Construction of article; temporary permits
- § 240 Revocation of license; misdemeanors; violations and penalties
- § 241 Schedules A, B and C

§ 230 **Definitions.** As used in this article:

1 *Association* means the New York State Pharmaceutical Association.

2 *Board* when not otherwise limited, means the New York State Board of Pharmacy.

3 *Chemicals* when not otherwise limited, means the chemical materials of medicine.

4 *Council* means the New York State Pharmaceutical Council with a secretary and at least one representative from each school of the State appointed by the Regents for a period of five years.

5 *Commissioner* means the Commissioner of Education of the State of New York; *Department*, the Education Department of the State of New York; *University*, the University of the State of New York; *Regents*, the Board of Regents of the University of the State of New York as provided by the Education Law.

6 *Drugs*, where not otherwise limited, means all substances used as medicines or in the preparation of medicine. *Crude drugs* means drugs that have not been changed by manufacture except by desiccation or comminution.

7 *Examiner* means a member of the State Board of Pharmacy.

8 *Formulary* means the latest edition of the *National Formulary*.

9 *Medicines*, where not otherwise limited, means a drug or preparation of drugs in suitable form for use as a curative or remedial substance.

10 *Pharmacy*, where not otherwise limited, means the place registered by the board in which drugs, chemicals, medicines, prescriptions or poisons are compounded, dispensed or retailed.

11 *Pharmacology* is the science that treats of drugs and medicines; their nature, preparation, administration and effect.

12 *Pharmacopoeia*, when not otherwise limited, means the latest edition of the *Pharmacopoeia of the United States of America*.

13 *Physician* means a practitioner of medicine as defined by article 8 of this chapter; *dentist* means a practitioner of dentistry as defined by article 9, and *veterinarian*, means a practitioner of veterinary medicine as defined by article 10.

14 *Poisons*, where not otherwise limited, means any drug, chemical, medicine or preparation liable to be destructive to adult human life in quantities of 60 grains or less.

15 *Rules*, where not otherwise limited, means the rules of the board approved by the Regents.

16 *School* means any college or school of pharmacy, or the department of pharmacy of a university, whatever the corporate title registered by the Regents as maintaining a proper educational standard and legally incorporated.

17 *Secretary* means the secretary of the State Board of Pharmacy.

18 *Syllabus* means the latest edition of the syllabus adopted by the board.

§ 231 **State Board of Pharmacy; appointments; nominations; examiners; secretary; expenses.** The State Board of Pharmacy in office when this section takes effect shall remain in office until August 1, 1910. On and after that date such board shall consist of nine examiners, four of whom shall be residents of the city of New York. At the annual meeting of the association held in 1910 there shall be 25 licensed pharmacists nominated by ballot whose names shall be submitted to the Regents, immediately thereafter.

Appointments. From the number thus submitted or from the other licensed pharmacists of the State the Regents may appoint nine persons, who shall constitute the Board of Pharmacy, whose term of office shall begin on August 1, 1910, three of whom shall hold office for a term of one year, three for a term of two years and three for a term of three years. The successors of the members,

whose terms of office have expired, shall be appointed, as herein-after provided, for a term of three years. A vacancy in the office of any member, caused otherwise than by expiration of term shall be filled by the Regents for the unexpired term of such member.

Nominations. Thereafter, at each annual meeting of the association, nine licensed pharmacists shall be nominated by ballot, whose names shall be submitted to the Regents in writing under the seal of the association by the president and secretary thereof, promptly after the adjournment of such meeting. From the number thus submitted or from the other licensed pharmacists of the State the Regents may appoint three persons to succeed the members whose terms of office expire on the following July 31st.

Examiners. No person shall be appointed as an examiner unless he is a licensed pharmacist, and has legally practised as such for at least ten years in this State. Each of the candidates shall present proof of such qualifications to the Regents. The Regents may remove any examiner for misconduct, incapacity or neglect of duty. Each examiner shall receive a certificate of appointment from the Regents, and before beginning his term of office shall take and file with the Secretary of State the constitutional oath of office. The board or any committee thereof may employ counsel, may compel the attendance of witnesses, and may take testimony and proofs concerning all matters within its jurisdiction. The board shall make such rules approved by the Regents not inconsistent with the law, as may be necessary for the proper performance of its duty, but no rule by which more than a majority vote is required for any specific action by the board shall be amended, suspended, or repealed by a smaller vote than that required for action thereunder.

Secretary. The secretary shall be a licensed pharmacist who has legally practised as a pharmacist for at least ten years in this State. He shall be appointed by the Regents, shall hold office during their pleasure and shall receive an annual salary of \$3000, payable from the moneys received under this article. He shall be the executive officer of the board and shall have such powers and shall perform such duties as are prescribed by the rules. The secretary in office when this article takes effect shall continue in office until the successor has been appointed as above provided.

Expenses. All fees, fines, penalties and other moneys derived from the operation of this article shall be paid into the State

treasury and the Legislature shall annually appropriate for the Department an amount sufficient to pay all proper expenses incurred pursuant to this article. All funds in the custody of the State Board of Pharmacy when this act takes effect shall be immediately turned over to the Department and shall be available for the payment of all proper expenses of the board, until an appropriation is made by the Legislature as above provided. When such appropriation is so made the unexpended balance of the funds so turned over to the Department shall be paid into the State treasury, to be expended as in the case of other moneys derived from the operation of this article.

§ 232 Powers and duties of the board; records; employees.

Prior to October 1st the board shall annually elect from its members a president and a vice president for the academic year, and shall hold one or more meetings each year. At any meeting a majority shall constitute a quorum; but questions prepared by the board may be grouped and edited, or answer papers of candidates may be examined and marked by committees duly authorized by the board and approved by the Regents.

The board shall have power:

- a* To regulate the practice of pharmacology.
- b* To regulate the sale of drugs, chemicals, medicines and poisons.
- c* To regulate the employment of apprentices and employees in pharmacies.
- d* To regulate the working hours and sleeping apartments of employees in pharmacies.
- e* To regulate and control the character and standard of drugs and medicines compounded and dispensed in the State, to employ inspectors and chemists, to secure samples and to prevent the sale of such drugs, chemicals, medicines and poisons as do not conform to the formulas, standards and tests of the pharmacopoeia and formulary.
- f* To regulate the retailing of poisons and to adopt schedules.
- g* To issue temporary permits limited to definite areas.
- h* To investigate alleged violations of the provisions of this article, to conduct hearings in respect thereto when, in its discretion, it appears to be necessary, and to bring the same to the notice of the Attorney General.

Records. It shall be the duty of the board in its rooms provided by the Regents to preserve a record of all licenses and certificates

which shall be open to public inspection and shall have in all legal proceedings the same weight as evidence that is given to a record of conveyance of lands. It shall render annually to the Regents and the association a report of all its proceedings during the preceding year.

Books, records, papers and properties of the State Board of Pharmacy and of each branch thereof abolished by this act shall on or before August 10, 1910, be transferred to the State Board of Pharmacy, organized under and in pursuance of the provisions of this act and shall be preserved by the board.

Employees. The clerks, stenographers, inspectors and employees of the State Board of Pharmacy in office when this act takes effect shall be transferred to the Department. The rules of the board, made as hereinbefore provided, shall specify the number of clerks, stenographers, inspectors and employees, necessary to carry out the provisions of this article. The clerks, stenographers, inspectors and employees transferred to the Department as above provided, or hereafter employed, shall be subject to the same rules as to appointment and service as the other employees of the Department.

§ 233 **Licenses; certificates; examinations; rules.** Satisfactory evidence verified by oath shall be required by the Regents of all candidates for admission to the examinations.

Pharmacist. They shall admit to the examination for pharmacist any candidate that pays a fee of \$10 and

1 Is more than 21 years of age.

2 Is of good moral character.

3 Had prior to January 1, 1918, 15 academic counts, or the equivalent, before beginning the first year of study in the school, and after that date had 30 academic counts, or the equivalent, before beginning such study.

4 Had studied pharmacology as outlined in the syllabus not less than two years in a school.

5 Has either received the diploma of graduate in pharmacy or equivalent degree from a school, or a license conferring the full right to practise pharmacology in some foreign country registered as meeting the minimum requirements of this article. The diploma of graduate in pharmacy or equivalent degree shall not be conferred on any one that did not file with the school at matriculation the pharmacy student certificate required above.

6 Has had four years' experience in a registered pharmacy or drug store, under the personal supervision of a pharmacist or

druggist, one year of which experience within five years of the date of application must have been in a pharmacy or drug store of the United States.

Junior pharmacist. They shall admit to the examination for junior pharmacist any candidate that pays a fee of \$10 and

1 Is more than 19 years of age.

2 Is of good moral character.

3 Had prior to January 1, 1918, fifteen academic counts, or the equivalent, before beginning the first year of study in the school, and after that date had thirty academic counts, or the equivalent, before beginning such study.

4 Has studied pharmacology as outlined in the syllabus not less than two years in a school.

5 Has received the diploma of graduate in pharmacy from a school.

6 Has had two years' experience in a registered pharmacy or drug store under the personal supervision of a pharmacist or druggist, all of which experience must have been in a pharmacy or drug store in New York State.

Druggist. They shall admit to the examination for druggist any candidate that pays a fee of \$5 and

1 Is more than 18 years of age.

2 Is of good moral character.

3 Has the preliminary and professional education required by the rules.

4 Has had three years' experience in a registered pharmacy or drug store under the personal supervision of a pharmacist or druggist, one year of which experience within five years of the date of application must have been in a pharmacy or drug store of the United States.

Examinations. The board shall submit to the Regents as required suitable questions for thorough examination in pharmacology, both written and practical, as outlined in the syllabus. From these questions the secretary shall prepare question papers in accordance with the rules which at any examination shall be the same for all candidates. Examinations for license shall be given in at least three convenient places in the State and at least four times annually in accordance with the rules. The practical examinations shall be conducted by the examiners, the written by the Regents. On receiving from the board an official report that an applicant has successfully passed the examinations and is recommended for license, the Regents shall issue to him a license to practise according to the qualifications

of the applicant. Every license shall be issued by the Regents under seal and shall be signed by the Commissioner, each examiner and by the secretary. Every certificate shall be issued by the board subject to rule and shall be signed by the secretary. Applicants examined and licensed by other state examining boards registered by the Regents as maintaining standards not lower than those provided by this article may without further examination, on payment of \$25 to the Regents and on submitting such evidence as they may require, receive from them an indorsement of their licenses or diplomas conferring all rights and privileges of a Regents license after examination.

Before any license or certificate is issued it shall be numbered and properly recorded, and its number shall be noted in the license or certificate. The Regents on the recommendation of the board may revoke a license or annul a certificate, for cause.

Rules. The rules of the board and of the Regents affecting examination, registration and administration continue in force until revised by the board and approved by the Regents.

The board shall make rules subject to the approval of the Regents:

1 For the certification and registration of apprentices and storekeepers.

2 For the surrendering of licenses, issued prior to January 1, 1901.

3 For the acceptance of licenses from other licensing boards issued prior to January 1905, in lieu of a diploma.

4. For the accomplishment of the trusts reposed in them by this article and by any other law of the State.

All licenses and certificates of examination, issued to licensees by former boards of pharmacy, shall be in full force and effect in perpetuity for the section of the State for which they were issued, and all certificates of registration issued during 1910 shall be valid until January 1, 1911.

§ 234 **Pharmacies; drugs stores; stores.** Except as prescribed in this article, it shall not be lawful for any person to practise as a pharmacist, druggist, apprentice or storekeeper, or to engage in, conduct, carry on, or be employed in the dispensing, compounding or retailing of drugs, chemicals, medicines, prescriptions or poisons within this State. Every place in which drugs, chemicals, medicines, prescriptions or poisons are retailed, or dispensed, or compounded, shall be a pharmacy, a drug store, or a store; shall be under the personal supervision of a pharmacist, a druggist, or a storekeeper

and shall be annually registered in the month of January by the board as conducted in full compliance with law and the rules.

Pharmacies. It shall be lawful for a pharmacist in conformity with the rules, to take, use and exhibit the titles pharmacist and registered pharmacy and to have charge of, engage in, conduct or carry on for himself or for another the dispensing, compounding, or sale of drugs, chemicals, medicines, prescriptions or poisons anywhere within the State, but he shall have personal supervision of not more than one pharmacy or drug store at the same time.

Drug stores. It shall be lawful for a druggist in conformity with the rules to take, use, and exhibit the titles druggist and registered drug store, and to have charge of, engage in, conduct or carry on for himself or for another the dispensing, compounding or retailing of drugs, chemicals, medicines, prescriptions or poisons anywhere within the State, in a place of not more than 1000 inhabitants, but he shall have charge of not more than one drug store at the same time. He may be employed for the purpose of dispensing or retailing drugs, chemicals, medicines, prescriptions and poisons in a registered pharmacy under the management and personal supervision of a licensed pharmacist; he may also perform such duties during the temporary absence of the pharmacist, except in cities of more than 1,000,000 inhabitants.

Temporary permits. In places and villages of a thousand inhabitants or less that do not have within three miles a pharmacy or drug store:

1 Physicians may compound medicines, fill prescriptions and sell poisons labeled as required by this article.

2 Storekeepers may in accord with the rules sell medicines and poisons for a period not exceeding one year upon the payment of a fee of \$3. The storekeeper's certificate is limited to the village or place where the storekeeper resides and may be limited to the sale of certain classes of poisons sold only in original packages and put up by a licensed pharmacist whose name and business address is displayed on the package.

Stores. It shall be lawful for the storekeeper in conformity with the rules to take, use and exhibit the titles certified storekeeper and registered store and to sell medicines and poisons for a period not exceeding one year in a village or place of the State with less than 1000 inhabitants that has no pharmacy or drug store within three miles of it.

Every person practising as a pharmacist or druggist must at all times display his license conspicuously in his place of business. The

proprietor of every pharmacy, drug store or store shall annually in the month of January report under oath to the board any facts required by the board, shall pay the registration fee of \$2 and shall receive a certificate of registration that must be conspicuously displayed at all times in the pharmacy, drug store or store with all licenses. Every person, partnership, association or corporation doing business as the proprietor or proprietors of a pharmacy, drug store or store shall cause the name of such proprietor or proprietors to be displayed upon a sign conspicuously placed upon the exterior of the building and this sign shall be presumptive evidence of ownership of such pharmacy, drug store or store. The proprietor that opens a pharmacy, drug store or store subsequent to the month of January shall, within 30 days of opening, make this report, pay the fee and display the certificate and the sign. Every proprietor of a wholesale or retail pharmacy, drug store or store is responsible for the strength, quality and purity of all drugs sold or dispensed by him, subject to the guaranty provisions of this article.

§ 235 **Apprentices and employees.** Every person over 15 years of age that shall enter a pharmacy or drug store with the intention of becoming a pharmacist or druggist, shall pay the registration fee of \$1, and receive a certificate as a registered apprentice in accordance with the rules.

Apprentices may be employed, in accordance with the requirements of this article and the rules, in registered pharmacies and drug stores and may receive instruction in the practice of pharmacology.

Apprentices may prepare or dispense receipts or prescriptions, may sell or furnish medicines or poisons in the presence of and under the immediate personal supervision of a pharmacist or druggist who must be either the proprietor or in the actual employ of the proprietor. The proprietor as principal shall be equally liable for violations of this article by his employees.

Other unlicensed assistants may be employed in registered pharmacies and drug stores for other purposes than the practice of pharmacology and the dispensing, compounding or retailing of drugs, chemicals, medicines, prescriptions or poisons.

A junior pharmacist may, subject to the rules of the board, have temporary charge of a pharmacy or a drug store, but during such temporary charge shall not compound or dispense physicians' prescriptions.

§ 236 **Working hours and sleeping apartments.** No apprentice or employee in any pharmacy or drug store shall be required or permitted to work more than 70 hours a week. Nothing in this section prohibits working six hours overtime any week for the purpose of making a shorter succeeding week, provided, however, that the aggregate number of hours in any such two weeks shall not exceed 132 hours. The hours shall be so arranged that an employee shall be entitled to and shall receive at least one *afternoon and evening off in each week and in addition thereto shall receive one full day off in two consecutive weeks.* No proprietor of any pharmacy or drug store shall require any clerk to sleep in any room or apartment in or connected with such store that does not comply with the sanitary regulations of the local board of health. *The provisions of this section alone regulate working hours and sleeping apartments in pharmacies or drug stores.*

§ 237 **Adulterating, misbranding and substituting.** A drug is adulterated in any of the following cases:

1 When sold under or by a name recognized in the *Pharmacopoeia* it differs from the standard determined by the test or formula given.

2. When sold under or by a name recognized in the *Formulary* the strength, quality or purity or percentage of the alkaloid or alkaloids or other potent ingredient or ingredients differs from the standard determined by the test or formula given.

3 When sold under or by a name not recognized in or according to a formula not given in the *Pharmacopoeia* or *Formulary* that is found in some other standard work on pharmacology recognized by the board, it differs in strength, quality or purity from the strength, quality or purity required, or the formula prescribed in the standard work. Provided, however, that all drugs sold by wholesalers when not sold to a consumer shall be in accordance with the provisions of the national food and drug act of June 30, 1906.

4 When sold as a homeopathic drug it differs from the strength, quality or purity established by the test or formula given in the latest edition of the *Homeopathic Pharmacopoeia of the United States* or the *American Homeopathic Pharmacopoeia*.

5 Its strength, quality or purity differs from the professed standard of strength, quality or purity under which it is sold.

6 It contains methyl or wood alcohol when intended for use as a medicine except when sold as a veterinary liniment for external use only and so labeled.

Misbranding and substituting. A drug is misbranded if

1 The package bears any statement, design or device that is false or misleading in any particular regarding its contents, regarding the state, territory or county in which it is manufactured or produced.

2 It is an imitation or is offered for sale under the name of another substance.

3 The original contents of the package have been removed in whole or in part and other contents added.

4 The package fails to bear a statement of the percentage contained therein by volume of alcohol and by quantity or proportion of morphine, opium, heroin, chloroform, cannabis indica, chloral hydrate, acetanilide or any derivative or preparation of any of these substances.

5. The package containing a homeopathic drug fails to state that fact.

These statements shall be made in type easily read, conspicuously displayed and described by their common or English names. Alcohol used as a solvent, preservative or for any other purpose is contained in the drug within the meaning of this article. Nothing in this paragraph applies to the compounding and dispensing of drugs and medicines on the written prescriptions of a physician, dentist or veterinarian, which prescription shall be kept on file by the pharmacist or druggist. Nor does it apply to unadulterated drugs recognized in the *Pharmacopoeia* and the *Formulary* and the *Homeopathic Pharmacopoeia* sold under the names by which they are recognized therein, and not sold under a proprietary name, trade name or trade mark. All adulterated, misbranded or substituted drugs are forfeited to the board for destruction.

§ 238 **Poison schedules; register.** It is unlawful for any person to sell at retail or to furnish any of the poisons of schedules A and B without affixing or causing to be affixed to the bottle, box, vessel or package, a label with the name of the article and the word poison distinctly shown and with the name and place of business of the seller all printed in red ink together with the name of such poisons printed or written thereupon in plain, legible characters.

Wholesale dealers in drugs, medicines, pharmaceutical preparations, chemicals or poisons shall affix or cause to be affixed to every bottle, box, parcel and outer inclosure of any original package containing any of the articles of schedule A a suitable label or brand in red ink with the word poison upon it.

Register. Every person who disposes of or sells at retail or furnishes any poisons included in schedule A shall before delivering the same enter in a book kept for that purpose the date of sale, the name and address of the purchaser, the name and the quantity of the poison, the purpose for which it is purchased and the name of the dispenser. The poison register must be always open for inspection by the proper authorities and must be preserved for at least five years after the last entry. He shall not deliver any of the poisons of schedule A or B until he has satisfied himself that the purchaser is aware of its poisonous character and that the poison is to be used for a legitimate purpose. The provisions of this paragraph do not apply to the dispensing of medicines or poisons on physicians' prescriptions.

The board shall add to any of the schedules from time to time as such action becomes necessary for the protection of the public. Schedules A, B and C shall remain in force until amended by the rules.

§ 239 **Construction of article; temporary permits.** This article shall not apply to the practice of a physician that is not the proprietor of a pharmacy, drug store or store, or that is not in the employ of such a proprietor. Except as to the quality of drugs dispensed it shall not prevent physicians from supplying their patients with such articles as the physician deems proper. This article shall not be construed as precluding the ownership of a pharmacy or drug store by an unlicensed person, firm or corporation provided such pharmacy or drug store be conducted in accordance with the provisions of said article. Except as to the labeling of poison and to adulterating, misbranding and substituting, it shall not apply

1 To the sale of drugs, medicines, chemicals, prescriptions or poisons at wholesale when not for the use or consumption of the purchaser.

2 To the sale of paris green, white hellebore and other poisons for destroying insects.

3 To the sale of any substance for use in the arts.

4 To the manufacture and sale of proprietary medicines.

5 To the sale by merchants of the articles in schedule C.

§ 240 **Revocation of license; misdemeanors; violations and penalties.** No license or certificate shall be granted to any applicant guilty of felony or gross immorality, or that is addicted to the

use of alcoholic liquors or narcotic drugs to such an extent as to render him unfit to practise pharmacology. Any license or certificate obtained by misrepresentation or fraud or that is held by any one unfit or incompetent from negligence, habits or other cause may be revoked after reasonable notice and an opportunity to be heard. The wilful and repeated violation of any of the provisions of this article or the rules is sufficient cause for the revocation of a license or certificate. The license or certificate revoked shall on formal notice be delivered immediately to the board.

Misdemeanors. It is a misdemeanor for

1 Any person to procure or attempt to procure a license or certificate for himself or for any other person by making, or causing to be made, any false representations.

2 Any pharmacist to permit the compounding and dispensing of prescriptions of medical practitioners in his pharmacy by any unlicensed person or persons, except in the presence of and under the immediate personal supervision of a pharmacist or druggist.

3 Any unlicensed person to prepare or to dispense a medical prescription or physician's prescription, or to dispense or to sell at retail poisons or medicines except under the immediate personal supervision of a pharmacist or druggist whose license is displayed in the pharmacy or drug store.

4 Any unlicensed person to open or to conduct or to have charge of, or to supervise any pharmacy, drug store or store for retailing, dispensing or compounding drugs, chemicals, medicines, prescriptions or poisons.

5 Any person to fraudulently represent himself to be licensed.

6 Any person to intentionally prevent or knowingly refuse to permit any examiner or inspector to enter a pharmacy, drug store or store for the purpose of lawful inspection.

7 Any person whose license or certificate has been revoked, to refuse to deliver the certificate or license.

8 Any person to omit his name from the sign and any holder of a license or certificate to fail to display the same.

9 Any proprietor of a pharmacy or drug store to require more than 70 working hours a week in other arrangement than that permitted by section 236; and for any proprietor of a pharmacy or drug store to violate the provisions of the same section in regard to sleeping apartments.

10 Any person to adulterate, misbrand or substitute any drug knowing or intending that it shall be used, or sells, offers for sale

or causes to be sold any adulterated, misbranded or substituted drug.

11 Any person to violate any of the provisions of this article in relation to the wholesaling, retailing or dispensing of drugs, chemicals, medicines, prescriptions and poisons for which violations no other punishment is imposed.

Violations and penalties. Any person that violates any of the provisions of this article who is not criminally prosecuted, on complaint of the board, as for a misdemeanor, shall forfeit to the people of the State of New York the sum of \$50 for every such violation, which may be paid to the board or sued for and recovered in the name of the people of the State of New York in an action brought therefor by the Attorney General.

A person accused of violation of any of the provisions of this article relating to adulterating, misbranding or substitution shall not be prosecuted or convicted or suffer any of the penalties, fines or forfeitures for such violation, if he establishes upon the hearing or trial that the drug or drugs alleged to be adulterated, misbranded or substituted were purchased by him under a guaranty of the manufacturer or seller to the effect that said drug or drugs were not adulterated or misbranded within the meaning of this article and proves that he has not adulterated, misbranded or substituted the same. A guaranty in order to be a defense to a prosecution or to prevent conviction or to afford protection, must state that the drug or drugs to which it refers are not adulterated, misbranded or substituted within the meaning of the provisions of the statute of New York State and must state also the full name, and place of business of the manufacturer, wholesaler, jobber or other person from whom the drug or drugs were purchased. In construing and enforcing the provisions of this article the word "person" shall import both the plural and singular and shall include corporations, companies, partnerships, societies and associations, and the act, omission or failure of any officer, agent or other employee acting for or employed by any person within the scope of his authority or employment shall in every case be the act, omission or failure of the person as well as that of the officer, agent or other employee, and such person shall be equally liable for violations of this article by a partnership, association or corporation, every member of the partnership or association and the directors and general officers of the corporation and the general manager of the partnership, association or corporation, shall be individually liable and any action, prosecution or proceeding

authorized by this article may be brought against any or all of such persons. When any prosecution under this article or under section 1142, section 80, section 81, section 82, section 1742, section 1743, section 1745, section 1746, section 1747, section 1748, section 1749 and section 1760 of the penal law and any amendment thereto is made on the complaint of the board, any fines collected shall be paid into the State treasury as provided by this article.

§ 240-a Proof required in prosecuting for certain violations. In an action or proceeding, civil or criminal, against any person for violating any provision of this article relating to retailing or dispensing drugs, chemicals, medicines, prescriptions and poisons, or to misbranding or substituting, it shall be necessary to prove at the trial or hearing that at the time and place of the taking of any sample of drugs, chemicals, medicines, or poisons, to be analyzed, the person taking the same divided it into two substantially equal parts, hermetically or otherwise effectively and completely sealed, delivered one such sealed part to the seller, pharmacist, druggist or storekeeper from whose premises such sample was taken and delivered the other part so sealed to the chemist designated by the State Board of Pharmacy; and the facts herein required to be proven shall be alleged in the complaint or information by which such action or proceeding was begun. The rules of the board shall be proven *prima facie* by the certificate of the secretary.

§ 241 Schedules A, B and C. These schedules remain in force until revised by the board and approved by the Regents:

Schedule A. Arsenic, atropine, corrosive sublimate, potassium cyanide, chloral hydrate, hydrocyanic acid, morphine, strychnine and all other poisonous vegetable alkaloids and their salts, oil of bitter almond containing hydrocyanic acid, opium and its preparations, except paregoric and such others as contain less than two grains of opium to the ounce.

Schedule B. Aconite, belladonna, cantharides, colchicum, conium, cotton root, digitalis, ergot, hellebore, henbane, phytolacca, strophanthus, oil of savin, oil of tansy, veratrum viride and their pharmaceutical preparations, arsenical solutions, carbolic acid, chloroform, creosote, croton oil, white precipitate, methyl or wood alcohol, mineral acids, oxalic acid, paris green, salts of lead, salts of zinc, or any drug, chemical or preparation which is destructive to adult human life in quantities of 60 grains or less.

Schedule C. Ammonia water, bicarbonate of soda, borax, camphor, castor oil, cream of tartar, dyestuffs, essence of peppermint, essence of wintergreen, nonpoisonous flavoring essences or extracts, glycerine, licorice, olive oil, sal ammoniac, saltpetre, sal soda, epsom salt, rochelle salt, sulphur, cod liver oil, vaseline, petroleum jellies, oil of origanum, oil of spike, flaxseed, rock candy, butter color, malt extract, extract of beef, beef, iron and wine, extract of witch hazel, quinine pills, cathartic pills, seidlitz powders, bay rum, perfumes, toilet water, turmeric, talcum powder, composition powder, porous plasters, court plasters, copperas, alum, gum arabic, lithia water.

§ 3 This act shall not affect pending actions or proceedings, civil or criminal, brought by or against the State Board of Pharmacy, as the same was constituted prior to the taking effect of such act, but such actions or proceedings shall be prosecuted or defended to a final conclusion, in the same manner, by the State Board of Pharmacy constituted as herein provided, or by the officer having jurisdiction in respect thereto. The provisions of this act shall not be construed so as to affect or impair any act done, or right accruing, accrued or acquired, or any penalty, forfeiture, or punishment incurred prior to the time when this act or any part thereof takes effect, under or by virtue of the law amended by such act, but the same may be asserted, enforced, prosecuted or inflicted as fully and to the same extent as if this amendatory act had not been passed.

§ 4 Section 318 of such chapter is hereby repealed.

§ 5 This act shall take effect August 1, 1910, except that the provisions contained in section 231, which relate to the nomination and appointment of members of the State Board of Pharmacy and the organization of said board, shall take effect immediately.

RULES OF THE NEW YORK STATE BOARD OF PHARMACY

1 Officers, their powers and duties. The officers of the board shall be a president, a vice president and the secretary.

a President and vice president. These officers shall be elected by ballot for the academic year. In case of the inability, neglect or refusal of the president to perform any duties of his office, the vice president shall perform such duties. The president may call meetings at such time and place as in his judgment the work of the board may demand; he shall call special meetings on the request in writing of three members of the board; at the annual meeting he shall appoint the standing committees, and he shall appoint such other committees as may be necessary for the proper carrying out of the provisions of the law and of the rules.

b Secretary. The secretary shall discharge the duties imposed on him by law, by rules and by the board; shall file with the Department a surety company bond in the sum of three thousand dollars (\$3000), the expense thereof becoming a proper expense pursuant to article XI of the public health law; shall prepare the annual report for transmission to the Regents by the first of October; shall notify the members in writing of all meetings of the board; shall be ex officio chairman of the question committee; shall conduct the official correspondence of the examiners.

2 Quorum. Five members shall constitute a quorum at the meetings of the board and two members shall constitute a quorum at the meetings of the violations committee.

3 Per diems. Each examiner shall receive \$10 for each day's service in the performance of his duty under the provisions of this article and shall be entitled to all necessary expenses.

4 Committees. At the annual meeting the president shall appoint the following committees:

a Violations committee. Three committees of three members each—for Albany, for Buffalo and for New York—shall be appointed to investigate alleged violations of the provisions of this article; to conduct hearings in respect thereto, and, when necessary, to bring the same to the attention of the Attorney General. Meetings of such committees, when necessity exists, shall be held the first Wednesday of each month at the call of the secretary.

b Questions committee. The questions committee shall consist of the secretary and one examiner whose duty it shall be to edit the examination questions submitted by the examiners.

Other committees shall be appointed by the president at such times and for any purpose that may be found necessary for the proper enforcement of the provisions of the law.

5 **Correspondence.** All official correspondence received by examiners shall be referred to the secretary for reply.

6 **Gratuities.** No employee of the board shall be permitted to receive any money or other gratuities from pharmacists, druggists or certified storekeepers for any services rendered.

REQUIREMENTS FOR A PHARMACY, DRUG STORE AND STORE

7 *a Pharmacopoeia and formulary.* Every pharmacy and drug store shall own and have on file at all times the latest decennial revision of the *Pharmacopœia* and the latest edition of the *National Formulary*, and no registration certificate shall be issued a pharmacy or drug store till it complies with this rule.

b Minimum equipment of utensils.

Every registered pharmacy and drug store is required to have the following minimum equipment of utensils:

One (1) base scale capable of weighing 1 grain or less

One (1) set of accurate Troy weights from 1 grain to 1 ounce

One (1) set of accurate metric weights from 50 milligrams to 20 grams

A set of glass graduated measures, two or more in number capable of measuring from 10 minims to 16 fluid ounces

A set of glass graduated measures from 5 to 500 cubic centimeters

8 **Removal of store.** When the proprietor of a pharmacy, drug store or store has taken out a store registration certificate and subsequently moves the store to another locality, he may have the change in location certified upon the face of the certificate without the payment of another fee.

9 **Signs upon stores.** The surname alone is not sufficient; either the full name of the proprietor or the initials of the proprietor's given names prefacing his surname shall be placed upon the exterior of the premises where the pharmacy, drug store or store is located.

10 **Relief clerks.** A relief clerk must deposit his license with the secretary while using a card license.

11 a Temporary absence and temporary charge construed. Temporary absence provided for by section 234 does not permit a licensed druggist to be in personal charge of a registered pharmacy for a period of more than eight hours in each twenty-four.

b Temporary charge provided for by section 235 does not permit a junior pharmacist to be in personal charge of a registered pharmacy for more than two consecutive hours nor more than four hours in each twenty-four.

LICENSES AND CERTIFICATES

12 Suspensions. A license or certificate may be suspended under the same procedure as revocation.

13 Exchange of licenses. Licenses shall be exchanged in accord with this rule.

a Pharmacist. A pharmacist who holds a license granted by any legally constituted board of this State previous to the first day of January 1901, may apply to the board, surrender his license, pay a fee of \$5 and receive a license to practise as a pharmacist anywhere within this State.

b Druggist. A druggist who holds a license and subsequently becomes a licensed pharmacist shall surrender the druggist license before receiving the pharmacist license.

14 Substitute or duplicate licenses. Substitute or duplicate licenses may be issued to persons legally licensed and residing in New York State, whose licenses have been lost or destroyed, on payment of the fee of \$5. A temporary certificate of the facts, valid for not longer than one year from date of issuance, may be given an applicant, pending the determination of the validity of his claim for a substitute or duplicate license.

15 Storekeeper's certificate. All certificates granted certified storekeepers shall contain a list of such articles as may be sold under this form of registration.

a Fee. The fee for storekeepers certificate of permit and registration of store shall be \$5; \$3 for the certificate of permit and \$2 for the registration of the store.

b Poisons. The following poisons sold by certified storekeepers must be sold in original packages only and must be put up by a licensed pharmacist whose name and business address must be displayed on the package: carbolic acid, tincture iodine, tincture aconite and tincture belladonna.

c Prohibitions. The sale of chloral, cocaine, laudanum, morphine and opium by certified storekeepers is prohibited.

16 **Apprentices.** *a Registration.* Every person who shall enter a pharmacy or drug store with the intention of becoming a pharmacist or druggist shall report to the secretary within three months thereof such facts as the board may require for registration.

b Experience. Affidavits of experience to be accepted for admission to examination must show a minimum of 50 hours a week in a registered pharmacy or drug store. Less than 50 hours shall receive proportionate credit.

c Matriculation. A matriculant in any registered school of pharmacy in New York State must possess the "registered apprentice certificate," before matriculation is completed. Any student that has not had practical experience prior to entering the school or has had experience in another State than New York shall be registered by the executive officer of such school.

EXAMINATIONS

17 **Applicants.** *a Admission of.* Applications for examinations shall be accompanied by the fee and must be filed with the Examinations and Inspections Division of the Department at least 10 days prior to the examination.

b Fees required of candidates failing in subjects of the pharmacist examination. A candidate who has standing below 75 per cent in not more than two written subjects may be reexamined in those subjects within six months without payment of an additional fee.

A candidate who has standings below 75 per cent in more than two written subjects must be reexamined in all written subjects and may take a subsequent examination within six months without payment of an additional fee.

c Fees required of candidates failing in subjects of the druggist examination. A candidate who fails in one or more subjects in the examination for licensed druggist must be reexamined in all subjects and may take a subsequent examination within six months without payment of an additional fee.

d Passing in practical pharmacy. An applicant that obtains 75 per cent or over in practical pharmacy need not be reexamined in that subject except for cause.

18 **Examiners.** *a Number present; assistants.* At least two examiners shall be present at the practical examination of the candi-

dates. Examiners may appoint one or more licensed pharmacists to act as assistants if it shall be necessary.

b Report ratings. Examiners shall make their reports of ratings in duplicate and send one copy to the Department and one to the secretary of the board.

c Minimum rating. Papers should be rated by the examiners at the minimum rate of 20 a day from the date of receipt.

19 Time and place. The examinations shall be held four times a year in accordance with the Regents Rules, at Albany, Buffalo and New York.

20 Program. The examinations for pharmacist and druggist shall occur on the Tuesday, Wednesday and Thursday of the week in which the other professional examinations are held.

Tuesday — 9.15 a. m. to 12.15 p. m.

Materia medica, botany, toxicology, posology and physiology

1.15 p. m.

Pharmaceutical chemistry

Wednesday — 9.15 a. m. to 12.15 p. m.

Theoretical pharmacy

1.15 p. m.

Practical pharmacy including manufacturing, tests, prescription work and identification of substances

Thursday — 9.15 a. m. to 12.15 p. m.

For pharmacists only. Commercial pharmacy, pharmaceutical jurisprudence and pharmaceutical Latin

21 Questions. *a Purposes of the pharmacist examination.* The examination for licensed pharmacist shall include questions for determining the ability of the candidate to select and preserve the quality of drugs handled by him, as well as for testing the thoroughness of his knowledge of the business in all its branches.

b Standings. After January 1, 1918, a candidate must attain a standing of at least 75 per cent in each subject. A candidate who has standings below 75 per cent in more than two written subjects must be reexamined in all subjects except practical pharmacy passed at 75 per cent or above. A candidate who attains a standing of at least 75 per cent in practical pharmacy need not be reexamined in that subject except for cause.

c Purpose of the druggist examination. The examination for licensed druggist shall have for its object to determine whether the candidate has a reasonable knowledge of pharmacy, dispensing, compounding of drugs and the detection of incompatibilities and overdoses.

The candidate must attain a general average of 75 per cent with no less than 60 per cent in any one subject.

d Number of questions in the written examination. In the written examination there shall be 15 questions of 10 credits each in each paper, 10 of which must be answered as specified on the paper.

e Samples in the practical examination. In the practical examination 10 samples shall be submitted for identity which shall be *Pharmacopoeial* or *National Formulary* origin, 5 of which shall be crude drugs and 5 shall be galenicals or chemicals.

22 Practical examinations. *a For licensed pharmacist.* These shall consist of the manufacture of two galenicals; the dispensing of three prescriptions, and two tests for identity or impurity. The values in this examination shall be, official title 10 per cent; common name 20 per cent; prescriptions 30 per cent; manufacturing 20 per cent; tests 20 per cent — total 100 per cent.

b For licensed druggist. These shall consist of the identification of four crude drugs; four galenicals or chemicals; the manufacturing of two galenicals and the preparation of two prescriptions. The values in this examination shall be, official title 16 per cent; common name 24 per cent; manufacturing galenicals 40 per cent; prescriptions 20 per cent — total 100 per cent.

23 Candidates. *a Identity.* The names of candidates shall not appear on answer papers. Candidates shall be identified by numbers on file in the Department.

b Answer papers. An answer paper bearing the candidate's name or any other designation which would or could reveal the candidate's identity to the examiner must be forwarded to the secretary unrated. He shall thereupon send such answer paper to one of the other examiners for rating, making sure that no evidence of the candidate's identity remains on the paper.

24 School experience in lieu of store. A full pharmacy course in any school of pharmacy registered by the Regents shall be accepted as the equivalent of the same amount of store experience.

PROFESSIONAL AND PRELIMINARY EDUCATIONAL REQUIREMENTS

25 Licenses. The license of another state board of pharmacy registered by the Regents, that was issued prior to January 1, 1905, may be accepted in lieu of the pharmacy student certificate and diploma from a registered school of pharmacy for admission to the

examinations for licensed pharmacist when the applicant affords evidence of having had the experience and the other qualifications required under the present law and rules. State boards of pharmacy registered by the Regents as meeting the provisions of this rule: Arkansas, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Nebraska, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee.

26 Preliminary education. The pharmacy student certificate issued by the Regents, or its equivalent, must be filed with the executive officer of the pharmacy school not later than December 31 of the year in which he enters on his first course, but students unable to meet the English essential for qualifying certificates prescribed by section 343 of the Regents Revised Rules may pass the same before entering on the second year of the course. Students in courses for a degree are not permitted to begin their attendance on any session later than November 15th. The Department shall revise the list of matriculates submitted by the pharmacy schools of the State on or before November 15th each year and shall report the result of such revision to the deans on or before January 1st following.

27 Professional education. The rules adopted by the Regents and the board for the inspection and registration of schools of pharmacy under the amended law of 1905 remain in force unless specifically repealed by Article XI of the public health law or by these rules.

28 Experience, junior pharmacist. During the month of January a junior pharmacist shall report annually to the secretary of the Board of Pharmacy, the preceding year's practical experience.

PENAL LAW

§ 1742 **Omitting to label drugs, or labeling them wrongly.** Any person, who, in putting up any drug, medicine, or food or preparation used in medical practice, or making up any prescription, or filling any order for drugs, medicines, food or preparation puts any untrue label, stamp or other designation of contents upon any box, bottle or other package containing a drug, medicine, food or preparation used in medical practice, or substitutes or dispenses a different article for or in lieu of any article prescribed, ordered, or demanded, or puts up a greater or less quantity of any ingredient specified in any such prescription, order or demand than that pre-

scribed, ordered, or demanded, or otherwise deviates from the terms of the prescription, order, or demand by substituting one drug for another, is guilty of a misdemeanor; provided, however, that, except in the case of physicians' prescriptions, nothing herein contained shall be deemed or construed to prevent or impair or in any manner affect the right of an apothecary, druggist, pharmacist or other person to recommend the purchase of an article other than that ordered, required or demanded, but of a similar nature, or to sell such other article in place or in lieu of an article ordered, required or demanded, with the knowledge and consent of the purchaser. Upon a second conviction for a violation of this section the offender must be sentenced to imprisonment, for a term of not less than ten days nor more than one year, and to the payment of a fine of not less than \$10 nor more than \$500. The third conviction of a violation of any of the provisions of this section, in addition to rendering the offender liable to the penalty prescribed by law for a misdemeanor, shall forfeit any right which he may possess under the law of this State at the time of such conviction, to engage as proprietor, agent, employee or otherwise, in the business of an apothecary, pharmacist, or druggist, or to compound, prepare or dispense prescriptions or orders for drugs, medicines or foods or preparations used in medical practice; and the offender shall be by reason of such conviction disqualified from engaging in any such business as proprietor, agent, employee or otherwise or compounding, preparing or dispensing medical prescriptions or orders for drugs, medicines, or foods or preparations used in medical practice.

This section shall not affect or impair any liability, penalty or punishment under the provisions of section 401 of the penal code as the same existed prior to September 1, 1907, but the same may be enforced, prosecuted or inflicted as fully and to the same extent as though this section had not been passed; and all actions, civil and criminal, instituted under or by virtue of said section, as the same existed prior to July 19, 1907, and pending immediately prior to September 1, 1907, may be prosecuted and defended to final effect in the same manner as though this section had not been enacted.

The provisions of this section shall not apply to the practice of a practitioner of medicines who is not the proprietor of a store for the dispensing or retailing of drugs, medicines and poisons, or who is not in the employ of such a proprietor, and shall not prevent practitioners of medicine from supplying their patients with such articles as they may deem proper, and except as to the labeling of poisons

shall not apply to the sale of medicines or poisons at wholesale when not for the use or consumption of the purchaser ; provided, however, that the sale of medicines or poisons at wholesale shall continue to be subject to such regulations as from time to time may be lawfully made by the board of pharmacy or by any competent board of health.

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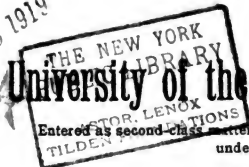
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Attendance Division

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COMPULSORY EDUCATION AND CHILD LABOR LAWS

As amended to 1919

WITH ANNOTATIONS, DEPARTMENT RULINGS AND LEGAL
FORMS FOR THE USE OF SCHOOL AUTHORITIES,
ATTENDANCE OFFICERS AND TEACHERS

Revised edition with index

COMPILED BY

James D. Sullivan

Chief, Attendance Division

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Part 1

THE FOLLOWING PORTION OF THE LAW APPLIES TO ALL CITIES AND SCHOOL DISTRICTS HAVING A POPULATION OF 5000 OR MORE AND EMPLOYING A SUPERINTENDENT OF SCHOOLS

Schools included in the above classification are required to be in session at least 180 days annually (a legal school year).

LAW RELATING TO ATTENDANCE AT SCHOOL

I All children between 7 and 16 years of age must attend upon instruction the entire time the school attended is in session unless

Physically or mentally incompetent; or

Between 14 and 16 years of age and regularly employed under labor certificates issued by the local board of health.
[*Education Law, § 621, 624*]

A child is "physically or mentally incompetent" who is ill or physically unable to attend school, or an idiot. A child may be amenable to the provisions of the law and entitled to the law's protection even though he be mentally subnormal yet having sufficient mentality to do some school work in a special school and under a special teacher. An epileptic, deaf, dumb or blind child should be assigned to special classes in a school maintained for the benefit of such children, who may be regarded as "physically and mentally competent" to attend upon instruction and it is the duty of school authorities to provide educational opportunity for such unfortunate children who are actually more in need of such opportunity than the child physically and mentally normal. [See article 20b, L. 1917, ch. 553 and article 39a, L. 1917, ch. 559]

A child within the prescribed ages, as provided by section 621, Education Law, shall be deemed in proper physical and mental condition to attend upon instruction unless a certificate shall have been issued by the school authorities that such child is not in proper physical and mental condition so to attend.

No physical condition capable of correction shall avail as a defense unless it be a fact that all reasonable measures have been taken to correct such physical or mental condition. [Added by L. 1919, ch. 232]

Continued and repeated tardiness is just as much a violation of the law as illegal absence.

The school authorities and attendance officers having jurisdiction in the districts in which nonresident pupils *reside* are responsible for the attendance of such nonresident pupils and should be notified by teachers when nonresidents are absent in violation of the statute.

Excuses that may be accepted as legal:

1 Physical or mental disability of child based upon certificate of the school authorities.

2 Severe storm or roads absolutely impassable for man or beast.

3 Contagious disease in a community; school authorities or local board of health determining when danger of conveying the disease has passed.

4 Sickness in pupil's family requiring his or her services for a day or two until other help can be secured.

5 Days set apart for religious observance or instruction. In all such cases, however, arrangements should be made with the clergy that school work may not be seriously interfered with.

6 One-half day weekly for music lessons.

Illegal excuses frequently offered by parents and school authorities:

1 *Poverty.* The Attendance Division has ruled that the intention of the Legislature being to give every child a chance for a common school education, a logical interpretation of the statute requires the locality, through its poor

authorities, to furnish means necessary to effect that end in those cases where the enforcement of law would work suffering or hardship. It therefore insists that such local poor authorities furnish to indigent children clothing, shoes, food, books and other necessities.

If poor authorities refuse to furnish necessities to indigent children, the Attendance Division should be notified, giving name and post office address of such poor officer.

2 *Distance from schoolhouse.* Where children are unable to walk to and from school, parents are required to furnish conveyance; if financially unable to do so, transportation must be furnished by the board of education having jurisdiction. The board of education may provide transportation or maintain branch schools for pupils who live remote from school, as may seem advisable.

3 *Unfit physical condition.* Where a parent sends a child to school in such a condition that it brings into the school vermin or other contagious disorder, school authorities have the right to refuse admission and treat the fact that the parent has not sent the child in a condition to attend as tantamount to a neglect to cause the child so to attend, for which the parent may be arrested and punished.

4 *No textbooks.* A parent who is financially able to purchase books for his children but who refuses to do so disqualifies such children to do necessary school work and such children may be removed from school and their absence regarded a violation of the law for which the parent is legally responsible.

5 *Suspension.* Pupils suspended for a period to exceed one week must be committed to a truant school. Teachers should never send a child home for bad behavior except on order of the board. Boards of education are the only ones having authority to suspend pupils.

6 Preliminary certificate does not excuse pupils from attendance at school.

II The attendance required by paragraph I must be at a school in which the six common school branches of reading, spelling, writing, arithmetic, English language and geography are taught in English, or upon equivalent instruction in the English branches elsewhere. [*Education Law*, § 620, 623]

"Equivalent instruction elsewhere" means instruction in above subjects in English by a competent teacher during usual school hours. Children taught at home may be required to take public school examinations.

III If a child required to attend upon instruction as provided in this article does not attend at a public, private or parochial school maintained in the city or district in which the parent or guardian of said child resides, such parent or guardian shall upon request furnish satisfactory proof to the local school authorities of said city or district that said child or ward is attending upon lawful instruction elsewhere. [*Education Law*, § 623, amended by L. 1917, ch. 563]

Satisfactory proof. Mere statement of a parent that a child is attending elsewhere than in the city or district in which he resides may not be "satisfactory proof." One of the following proofs may be considered satisfactory:

1 Written statement from the teacher upon whose instruction it is claimed the child attends.

2 Affidavit of parent that child is attending school in city, village or district.

IV Teachers in both private and public schools are required to keep an accurate record of the attendance of all children between 7 and 16 years of age, showing each day by the year, month, day of the month and day of the week and the number of hours in each day thereof; and the daily record of a child taught by a private teacher or by the parent must be similarly kept. [*Education Law*, § 629]

A duly attested transcript of the record of attendance and absence of a child, which has been kept by a teacher, as provided in section 629 of this chapter, shall be accepted as presumptive evidence of the attendance of such child in any proceeding brought under the provisions of this article. [*Education Law*, § 625, amended by L. 1919, ch. 232]

Certified copy of teacher's register produced in court is to be accepted as competent testimony as to facts without the physical presence of teacher at the trial.

Teachers are required to keep public school registers exactly in the manner indicated by the rules printed in such registers and must allow school authorities, inspectors or other authorized persons to inspect records if they so desire. Teachers refusing to exhibit registers or answer lawful inquiries of school authorities or inspectors are guilty of a misdemeanor. Slack and inaccurate record keeping on the part of teachers will not be tolerated by the Department.

V Every minor between sixteen and twenty-one years of age, unable to read and write the English language, as is required for completion of fifth grade of public or private schools of city or district in which he resides, shall attend a day or evening school or school maintained by employer in city or district in which minor resides during the entire time such school is in session; provided such minor is not excused from such attendance by Commissioner of Health or board or department of health having jurisdiction where such minor resides, on the ground that minor is physically or mentally unfit to attend. [*Education Law*, § 637]

LAW RELATING TO THE EMPLOYMENT OF CHILDREN

VI No child under 14 years of age may be employed at any time in a factory, mercantile establishment, business or telegraph office, restaurant, hotel, apartment house or in the distribution or transmission of merchandise or messages. [*Labor law*, § 161-62]

Except that,

Boys over the age of 12 years may be employed in gathering produce, for not more than six hours in any one day, subject to the requirements of the Education Law. [*Labor law*, § 70, amended by L. 1913, ch. 529]

Children of persons engaged in farming may be permitted to do farm work for parents when the schools are not in session. [*Labor law*, § 70, amended by L. 1913, ch. 529]

In cities of the first, second and third class male children over 12 may sell newspapers, magazines or periodicals in the street or public places, but not before 6 a. m. or after 8 p. m. [*Labor law*, § 220-26, amended by L. 1913, ch. 618]

The term "factory" includes also mills, workshops or other manufacturing or business establishments where one or more persons are employed at labor. The term "mercantile establishment" means any place where goods, wares or merchandise are offered for sale. [*Labor law*, § 2]

Boys between 12 and 14 years of age engaged in street trades in cities of the first, second and third class must secure a permit and badge, which are issued on application of the parent or custodian by the superintendent of schools on proof of age and statement of the principal that the child attends regularly and

is physically fit for such employment. The badge must be worn by the child and is not transferable. Permits and badges expire January 1st annually. Principals of schools must keep lists of children to whom permits are issued. The employment of girls under 16 and boys under 12 in street trades in cities of the first, second and third class is prohibited. [*Labor law*, § 220-26, amended by L. 1913, ch. 618]

VII No child under 14 years of age may be employed in any occupation whatever during any part of the term the public school is in session. [*Education Law*, § 626]

The employment of children before or after school hours or on Saturdays during the school term is prohibited. This language of the statute "during any part of the term the public school is in session" is interpreted to mean the entire term that the school is in session. The child is entitled to hours before and after the closing of the school daily, Saturdays and other vacation days that may occur during the term, for rest, recreation and study and can not be lawfully employed. A child who is working for a parent will be regarded as employed if the employment is in any labor exercised by way of trade or for the purpose of gain.

VIII No child between 14 and 16 years of age may be employed in any occupation whatever unless in possession of a labor certificate. [*See also IX*] Such certificates are issued by local boards of health on application of the parent or custodian who is required to furnish the board the following:

1 Evidence of age of the child.

2 a 14-15 years—School record certificate and certificate of completion of elementary school course. b 15-16 years school record certificate. [*Education Law*, § 621, amended by L. 1917, ch. 563, 624; *labor law*, § 70-73, 161-65, amended by L. 1916, ch. 465]

No child between 14 and 16 years of age may be lawfully employed in factory, mill or mercantile establishment anywhere in the State except he be in possession of an employment certificate as provided in the labor law.

Except in cities of the first and second class a child holding a school record certificate may be employed in any industry not covered by the labor law.

A child between 14 and 16 years of age, without working papers, may be employed during July and August in mercantile establishments and business houses, if in possession of summer vacation permit issued by local health officer. [*Labor law*, chapter 628, laws of 1918]

Labor certificates may be obtained from the board of health at the place of residence or employment; such board may refuse to grant a certificate to a child who may seem to be physically unable to perform the work which he intends to do; in doubtful cases, such physical fitness is to be determined by the medical officer of the board of health. The board is required to transmit to the State Commissioner of Labor between the 1st and 10th day of each month a list of names of children to whom certificates are issued. Labor certificates should be filed with the employer, who is required to keep a registry containing name, birthplace, age and place of residence of all children under 16 employed by him. [*Labor law*, § 70-76, 161-67]

IX A duly attested transcript of the birth certificate filed with a registrar of vital statistics is conclusive evidence of the age of a child.

In case such certificate can not be secured, the following evidence may be accepted in the order named:

1 Certificate of graduation from a public school in New York State or elsewhere or a private school in New York State having a course of not less than eight years, provided the

school records show the child to be not less than 14 years of age.

2 Passport or baptismal certificate.

3 Other documentary evidence; and in cities of the first class parents may file application with board of health for physical examination by two or more physicians to ascertain age of the child. [*Labor law, § 71*]

X School record certificates are issued in cities of the first class by the principal or chief executive of a school; in other cities and school districts having a population of 5000 or more by the superintendent of schools only. Applicants must

1 Be between 14 and 16 years of age at time of application.

2 Have attended school at least 130 days during one of the following 12 month periods:

12 months next preceding the 14th birthday, or

12 months next preceding the application for the certificate.

3 Applicants 14-15 years old must have completed an elementary school course. Those 15-16 years old, the first six years of an elementary school course.

4 The education requirement under section 3 may have been acquired in either a public school or school equivalent thereto or a parochial school. [*Education Law, § 630, amended by L. 1913, ch. 101, and L. 1917, ch. 563; labor law, § 73, amended by L. 1913, ch. 144 and L. 1916, ch. 465*]

Blank forms for issuing certificates are furnished by The University of the State of New York. If the 130 days' attendance occurred during the 12 months next preceding the 14th birthday, the certificate may be applied for at any time after that date; if subsequent to the 14th birthday, the certificate should be applied for at the expiration of the 12 month period for which credit is sought. In counting the 130 days, only days of actual school attendance should be included, excluding holidays or period school is closed on account of the prevalence of a contagious disease in the community, but a half day's attendance may be counted a whole day. Attendance at other schools or truant institutions may be included, provided a certified copy of the record of attendance is furnished. In the event that a child's record of attendance has been destroyed and the teacher is of the opinion that the child has earned a certificate, he should be given the benefit of the doubt and the certificate granted.

Certificates issued by any principal or teacher of schools as to the attendance or non-attendance of any person who should attend such school shall be presumptive evidence of the facts therein stated. [*Education Law, § 638, added by L. 1919, ch. 303*]

School record certificate shall give the date of birth and residence of the child, as shown on the school records, and the name of the child's parents, guardian or custodian.

In determining education qualifications for a record certificate, the specific language of the statute should be closely followed.

ADDITIONAL EDUCATIONAL REQUIREMENT IN CITIES OF THE FIRST AND SECOND CLASS

XI A boy between 14 and 16 years of age employed in a city of the first or second class must furnish his employer in addition to the labor certificate a certificate of attendance of not less than six hours a week at an evening school for a period of not less than 16 weeks or not less than four hours a week for a period of not less than 36 weeks at a part-time and continuation

school if such child is not in possession of one of the following certificates:

1 A certificate of graduation from a public elementary school.

2 A preacademic Regents certificate.

3 An elementary school certificate issued by the State Education Department. [*Education Law*, § 622, amended by L. 1913, ch. 748]

School authorities in cities of the first and second class shall issue evening or part-time and continuation school certificates at least once a month during the sessions of such schools and at the close of the term. Such certificate shall state the period of time which the boy to whom it was issued was in attendance at such evening or part-time and continuation school. The employer must display employment and evening part-time and continuation school certificates. [*Education Law*, § 627, 631, amended by L. 1913, ch. 748]

Section 2 of subdivision 622 of the Education Law provides for the establishment of part-time and continuation schools in all cities and school districts of the State, if the local school authorities of such cities and districts shall so elect. However, in cities of the first and second class a boy who has not at least one of the educational certificates above mentioned must attend either a continuation school or an evening school, and school authorities may determine to which school he shall be credited.

If a part-time and continuation school is established in any city other than a city of the first and second class or in a school district, then the school authorities of such city or school district may require persons to attend such part-time and continuation school, as provided by statute.

XII Parents or employers violating the labor provisions of the attendance law may be fined not less than \$20 and not more than \$50 for the first offense; for a second and each subsequent offense a fine of not less than \$50 nor more than \$200; for violating the labor law or making false statements in any affidavit, record, transcript or certificate in an application for an employment certificate, a fine of not less than \$20 nor more than \$50 for the first offense; for a second offense a fine of not less than \$50 nor more than \$250 or imprisonment not more than 30 days or both; for a third offense a fine of not less than \$250 or imprisonment not more than 60 days or both. [*Education Law*, § 628, amended by L. 1913, ch. 748; *penal law*, § 1275, amended by L. 1911, ch. 749]

Children violating the law regulating employment in street trades may be committed to a charitable, reformatory or other institution. Permits and badges may also be revoked. [*Labor law*, § 226]

The factory law is enforced by the State Commissioner of Labor; the mercantile law by local boards of health except in cities of the first and second class, where it is enforced by the State Commissioner of Labor; street trading laws are enforced by policemen and attendance officers. [*Labor law*, § 62, 172, amended by L. 1913, ch. 145, 225]

XIII The State Labor Department reports to local school authorities and to the State Education Department the names of children found employed illegally in industries. [*Labor law*, § 75 and 166, amended by L. 1917, ch. 536]

"The Commissioner of Labor shall transmit to the local superintendent of schools between the first and tenth day of each month, * * * a list of the names and home addresses of all children under 16 years of age found during the preceding month, working illegally in factories or for any factory at any place or in any factories or for any factory at any place or in any establishments specified in section 161 of this chapter."

[The foregoing provision of law is statewide in its application.]

XIV Part-time or continuation schools shall be established in cities and school districts having a population of five thousand or more inhabitants.

Such schools shall be maintained each year during the full period of time which the public schools of a city or district are in session. The sessions of such part-time or continuation schools or classes shall be on the regular school days and for as many hours between the hours of eight o'clock forenoon and five o'clock afternoon as shall be necessary to provide the required instruction for such minors who reside in said city or district.

Children required to attend part-time or continuation schools or classes

Each minor over 14 and under 18 years of age who is not in regular attendance upon a public, private or parochial school; or

Who is regularly and lawfully employed in some occupation or service unless such minor has completed a four-year secondary course of instruction approved by the Regents of the University.

A minor who is temporarily out of regular employment or service shall attend such part-time or continuation school or class.

Number of hours attendance required

Minors required to attend part-time or continuation schools or classes shall attend for not less than four hours a week and not more than eight hours a week for each week which such school or class is in session.

Except that,

The school authorities may, subject to the approval of the Commissioner of Education, permit any such minor to increase the number of hours a week of required attendance and decrease the number of weeks of required attendance.

Penalties for failure to comply with provisions of this article

Parent or guardian

A parent, guardian or other person who refuses or fails to comply with this provision of law shall be deemed guilty of a misdemeanor and upon conviction shall be subject to a fine of not more than \$100 or by imprisonment for not more than 10 days, or by both such fine and imprisonment at the discretion of the court.

Minors

Any minor under 16 years of age who fails to attend upon instruction as defined by this article shall be subject to the provisions of section 635 of the Education Law.

A minor over 16 years of age who fails to attend upon instruction as required by this act may be punished for any such violation by a fine not exceeding \$10 or by imprisonment for not more than 10 days or by both such fine and imprisonment.

Employer

Any person, firm or corporation, employing a minor between the ages of 14 and 18 years contrary to the provisions of this article, shall be subject to a fine of not less than \$25 and not more than \$100 for each offense or by imprisonment in the city or county jail for not less than five days and not more than 10 days, or by both such fine and imprisonment at the discretion of the court.

A person, firm or corporation which employs a minor who fails to attend a part-time or continuation school or class as required herein shall immediately discontinue the services of such minor upon receiving from the school authorities written notice of the failure of such minor to attend. A person, firm or corporation violating this provision of law shall be subject to a fine of \$50 for each offense.

Courts of special sessions and police magistrates in the first instance shall have exclusive jurisdiction in the trial and determination of all cases arising under the act so far as minors required to attend part-time or continuation schools or classes and the parents or ones in parental relation to such minors are concerned, as provided under section 625 of article 23 of the Education Law.

Enforcement of law

The board of education of each city or district having a population of 5000 or more inhabitants is required to enforce the provisions of this law, and the Commissioner of Education is charged with the duty and vested with necessary authority to supervise the administration and enforcement of this act. [Art. 22, Education Law, § 601, amended by L. 1919, ch. 531]

The board of education of each city and school district having a population of 5000 or more inhabitants shall make necessary arrangements to begin to operate and maintain part-time or continuation schools or classes on the opening of schools in September 1920, and shall annually thereafter in September open and maintain additional schools and classes so that by the opening of the public schools in September 1925, a sufficient number of such schools shall have been established as to afford the required instruction under this article to those minors who are required to attend such schools or classes.

Part 2

THE FOLLOWING PORTION OF THE LAW APPLIES TO
ALL SCHOOL DISTRICTS HAVING A POPULATION
LESS THAN 5000

Schools included in the above classification are required to be in session at least 180 days annually (a legal school year).

LAW RELATING TO ATTENDANCE AT SCHOOL

I All children between 8 and 16 years of age must attend upon instruction the entire time the public school is in session unless
Physically or mentally incompetent; or

Between 14 and 16 years of age and regularly employed under a labor certificate issued by the local board of health, or a school record certificate. [*Education Law, § 621, amended by L. 1913, ch. 511, § 624*]

A child is "physically or mentally incompetent" who is ill or physically unable to attend school, or an idiot. Defective, epileptic, deaf, dumb or blind children may be required to be under instruction if local school authorities are in a position to provide for such instruction within the district or elsewhere at the expense of the district.

A child within the prescribed ages, as provided by section 621 of the Education Law, shall be deemed in proper physical and mental condition to attend upon instruction unless a certificate shall have been issued by the school authorities that such child is not in proper physical and mental condition to so attend.

No physical condition capable of correction shall avail as a defense unless it be a fact that all reasonable measures have been taken to correct such physical or mental condition. [*Added by L. 1919, ch. 232*]

Continued and repeated tardiness is just as much a violation of the law as illegal absence.

The school authorities and attendance officers having jurisdiction in the districts in which nonresident pupils *reside* are responsible for the attendance of such nonresident pupils and should be notified by teachers when nonresidents are absent in violation of the statute.

Excuses that may be accepted as legal:

1 Physical or mental disability of child based upon certificate of the school authorities.

2 Severe storm or roads absolutely impassable for man or beast.

3 Contagious disease in a community; school authorities or local boards of health determining when the danger of conveying the disease has passed.

4 Sickness in pupil's family requiring his or her services for a day or two until other help can be secured.

5 Days set apart for religious observance or instruction. In all such cases, however, arrangements should be made with the clergy that school work may not be seriously interfered with.

6 One half day weekly for music lessons.

Illegal excuses frequently offered by parents and school authorities:

1 *Poverty.* The Attendance Division has ruled that the intention of the Legislature being to give every child a chance for a common school education, a logical interpretation of the statute requires the locality, through its poor authorities, to furnish means necessary to effect that end in those cases where the enforcement of law would work suffering or hardship. It therefore insists that such local poor authorities furnish to indigent children clothing, shoes, food, books and other necessities. If poor authorities refuse to furnish necessities to indigent children, the Attendance Division should be notified, giving name and post office address of such poor officer.

2 *Distance from schoolhouse.* Where children are unable to walk to and from school parents are required to furnish conveyance; if financially unable to do so, transportation must be furnished by the board of education having jurisdiction. The board of education may provide transportation or maintain branch schools for pupils who live remote from school as may seem advisable.

3 *Unfit physical condition.* Where a parent sends a child to school in such a condition that it brings into the school vermin or other contagious disorder, school authorities have the right to refuse admission and treat the fact that the parent has not sent the child in a condition to attend as tantamount to a neglect to cause the child to so attend, for which parent may be arrested and punished.

4 *No textbooks.* A parent who is financially able to purchase books for his children but who refuses to do so disqualifies such children to do necessary school work and such children may be removed from school and their absence regarded a violation of the law, for which the parent is legally responsible.

5 *Suspension.* Pupils suspended for a period to exceed one week must be committed to a truant school. Teachers should never send a child home for

bad behavior except on order of the board. Boards of education are the only ones having authority to suspend pupils.

6 Preliminary certificate does not excuse pupils from attendance at school.

II The attendance required by paragraph I must be at a school in which the six common school branches of reading, spelling, writing, arithmetic, English language and geography are taught in English, or upon equivalent instruction in the English branches elsewhere. [*Education Law*, § 620, 623]

"Equivalent instruction elsewhere" means instruction in above subjects in English by a competent teacher during usual school hours. Children taught at home may be required to take public school examinations.

III If a child required to attend upon instruction as provided in this article does not attend at a public, private or parochial school maintained in the city or district in which the parent or guardian of said child resides, such parent or guardian shall upon request furnish satisfactory proof to the local school authorities of said city or district that said child or ward is attending upon lawful instruction elsewhere. [*Education Law*, § 623, amended by L. 1917, ch. 563]

Satisfactory proof. The mere statement of parent that child is attending elsewhere than in the city or district in which he resides may not be "satisfactory proof." One of the following proofs may be considered satisfactory:

1 Written statement from the teacher upon whose instruction it is claimed the child attends.

2 Affidavit of parent that child is attending school in city, village or district.

IV Teachers in both private and public schools are required to keep an accurate record of the attendance of all children between 7 and 16 years of age, showing each day by the year, month, day of the month and day of the week and the number of hours in each day thereof; and the daily record of a child taught by a private teacher or by the parent must be similarly kept. [*Education Law*, § 629]

A duly attested transcript of the record of attendance and absence of a child, which has been kept by a teacher, as provided in section 629 of this chapter, shall be accepted as presumptive evidence of the attendance of such child in any proceeding brought under the provisions of this article. [*Education Law*, § 625, amended by L. 1919, ch. 232]

A certified copy of teacher's register produced in court is to be accepted as competent testimony as to facts without the physical presence of teacher at the trial.

Teachers are required to keep public school registers exactly in the manner indicated by the rules printed in such registers and must allow school authorities, inspectors or other authorized persons to inspect records if they so desire. Teachers refusing to exhibit registers or answer lawful inquiries of school authorities or inspectors are guilty of a misdemeanor. Slack and inaccurate record keeping on the part of teachers will not be tolerated by the Department.

V Every minor between 16 and 21 years of age, unable to read and write the English language, as is required for completion of fifth grade of public or private schools of city or district in which he resides, shall attend a day or evening school or school maintained by employer in city or district in which minor resides during the entire time such school is in session;

provided such minor is not excused from such attendance by Commissioner of Health or board or department of health having jurisdiction where such minor resides, on the ground that minor is physically or mentally unfit to attend. [*Education Law*, § 637]

LAW RELATING TO THE EMPLOYMENT OF CHILDREN

VI No child under 14 years of age may be employed at any time in a factory, mill, mercantile establishment, business or telegraph office, restaurant, hotel, apartment house or in the distribution or transmission of merchandise or messages. [*Labor law*, § 161-62]

Except that,

Boys over the age of 12 years may be employed in gathering produce, for not more than six hours in any one day, subject to the requirements of the Education Law. [*Labor law*, § 70, amended by L. 1913, ch. 529]

Children of persons engaged in farming may be permitted to do farm work for parents when the schools are not in session. [*Labor law*, § 70, amended by L. 1913, ch. 529]

The term "factory" includes also mills, workshops or other manufacturing or business establishments where one or more persons are employed at labor. The term "mercantile establishment" means any place where goods, wares or merchandise are offered for sale. [*Labor law*, § 2]

VII No child under 14 years of age may be employed in any occupation whatever during any part of the term the public school is in session. [*Education Law*, § 626]

The employment of children before or after school hours or on Saturdays during the school term is prohibited. This language of the statute "during any part of the term the public school is in session" is interpreted to mean the entire term that the school is in session. The child is entitled to hours before and after the closing of the school daily, Saturdays and other vacation days that may occur during the term, for rest, recreation and study and can not be lawfully employed. A child who is working for a parent will be regarded as employed if the employment is in any labor exercised by way of trade or for the purpose of gain.

VIII No child between 14 and 16 years of age may be employed,

1 In a factory, mill, mercantile establishment, business or telegraph office, restaurant, hotel, apartment house or in the distribution or transmission of merchandise or messages unless in possession of a labor certificate issued by the local board of health.

Except that,

A child between 14 and 16 years of age, without working papers, may be employed during July and August in mercantile establishments and business houses, if in possession of summer vacation permit issued by local health officer. [*Labor Law*, chapter 628, Laws of 1918]

2 At home or elsewhere than in the above-mentioned employments unless in possession of a school record certificate. [*Labor law*, § 70-73, 161-65; *Education Law*, § 624]

Labor certificates are issued by the local board of health at the place of residence or employment of child on application of the parent or custodian, who is required to furnish such board the following:

1 Evidence of the age of the child.

2 *a* 14-15 years—School record certificate and certificate of completion of elementary school course.

b 15-16 years—School record certificate.

The board may refuse to grant a certificate to a child who may seem to be physically unable to perform the work which it intends to do; in doubtful cases, such physical fitness is to be determined by the medical officer of the board of health. Such board is required to transmit to the State Commissioner of Labor between the 1st and 10th day of each month a list of names of children to whom certificates are issued. Labor certificates should be filed with the employer who is required to keep a registry containing name, birthplace, age and place of residence of all children under 16 employed by him. [*Labor law*, § 70-76, 161-67]

IX A duly attested transcript of the birth certificate filed with a registrar of vital statistics is conclusive evidence of the age of the child.

In case such certificate can not be secured, the following evidence may be accepted in the order named:

1 Certificate of graduation from a public school in New York State or elsewhere or a private school in New York State having a course of not less than eight years, provided the school records show the child to be not less than 14 years of age.

2 Passport or baptismal certificate.

3 Other documentary evidence. [*Labor law*, § 71]

X School record certificates are issued by the principal teacher of the public school of the district. Applicants must

1 Be between 14 and 16 years of age at time of application.

2 Have attended school at least 130 days during one of the following 12 month periods:

12 months next preceding the 14th birthday, or

12 months next preceding the application for the certificate.

3 Applicants 14-15 years old must have completed an elementary school course. Those 15-16 years old, the first six years of an elementary school course.

4 The education requirement under section 3 may have been acquired in either a public school or school equivalent thereto or a parochial school. [*Education Law*, § 630, amended by L. 1913, ch. 101 and L. 1917, ch. 563; *labor law*, § 73, amended by L. 1913, ch. 144 and L. 1916, ch. 465]

Teachers should apply direct to The University of the State of New York for school record blanks, stating the fact that they are teachers as only such are authorized to issue certificates. Record of certificates issued shall be kept including name, age, educational qualification, school attendance and date of issuance. Teachers in private schools should present the certificates to the principal of the public school for signature.

Outside of cities and villages employing a superintendent of schools, principal or principal teacher in applying for school record blanks is required to furnish the following information:

- 1 Name and age of applicant for certificate.
- 2 Educational qualifications as to last school grade completed.
- 3 Number of days' attendance in either of the twelve month periods mentioned in the statute.

(Blanks will not be forwarded unless the foregoing information in full accompanies application for blanks.)

The school record certificate when issued should be given to the child entitled to it, who should present it to the local board of health if an employment certificate is required; otherwise it is to be retained by the child.

If the 130 days' attendance occurred during the 12 months next preceding the 14th birthday, the certificate may be applied for at any time after that date; if subsequent to the 14th birthday, the certificate should be applied for at the expiration of the 12 month period for which credit is sought. In counting the 130 days, only days of actual school attendance should be included, excluding holidays or the period school is closed on account of the prevalence of a contagious disease in a community, but a half day's attendance may be counted a whole day. Attendance at other schools or truant institutions may be included, provided a certified copy of the record of attendance is furnished. The teacher upon whose instruction a child last attended is the one who should issue the certificate. In the event that a child's record of attendance has been destroyed and the teacher is of the opinion that the child has earned a certificate, he should be given the benefit of the doubt and the certificate granted.

Certificates issued by any principal or teacher of schools as to the attendance or nonattendance of any person who should attend such school shall be presumptive evidence of the facts therein stated. [Education Law, § 638, added by L. 1919, ch. 303.]

School record certificate shall give the date of birth and residence of the child, as shown on the school records, and the name of the child's parents, guardian or custodian.

The teacher in seeking to determine legal qualifications of child for certificate must be governed by the exact language of the statute, as the language of the statute will be the sole guide of the Department in passing upon such qualifications as submitted by teacher.

XI Parents or employers violating the labor provisions of the attendance law may be fined not less than \$20 and not more than \$50 for the first offense; for a second and each subsequent offense a fine of not less than \$50 nor more than \$200; for violating the labor law or making false statements in any affidavit, record, transcript or certificate in an application for an employment certificate, a fine of not less than \$20 nor more than \$50 for the first offense; for a second offense a fine of not less than \$50 nor more than \$250 or imprisonment not more than 30 days or both; for a third offense a fine of not less than \$250 or imprisonment not more than 60 days or both. [Education Law, § 628, amended by L. 1913, ch. 748; penal law, § 1275, amended by L. 1911, ch. 749]

The factory law is enforced by the State Commissioner of Labor; the mercantile law by local boards of health. [Labor law, § 62, 172]

Section 2 of subdivision 622 of the Education Law provides for the establishment of part-time and continuation schools in all cities and school districts of the State, if the local school authorities of such cities and districts shall so elect.

If a part-time and continuation school is established in any city other than a city of the first and second class or in a school district, then the school authorities of such city or school district may require persons to attend such part-time and continuation school, as provided by statute. [Education Law, § 622, amended by L. 1913, ch. 748]

Part 3

THE FOLLOWING ARE GENERAL PROVISIONS OF THE ATTENDANCE, CHILD LABOR AND PENAL LAWS APPLICABLE TO THE ENTIRE STATE

PROVISIONS RELATING TO THE ENFORCEMENT OF THE ATTENDANCE LAW

I School authorities are primarily responsible for the enforcement of the attendance law. [Education Law, § 636]

Penalty. Failure on the part of school authorities to secure the regular attendance of all children of compulsory school age or to prosecute parents who violate the law when the attendance officer refuses or fails to do so, or of local courts to convict delinquent parents, or of poor authorities to furnish necessities to indigent children will result in the withholding of one-half the public school moneys and subsequent forfeiture to the State if the law is not enforced within a period of one year thereafter. School authorities may be held personally liable for the moneys so forfeited. [Education Law, § 636]

Forfeiture of amount of moneys lost by neglect. Whenever the share of school moneys or any portion thereof, apportioned to any town or school district, or any money to which a town or school district would have been entitled, shall be lost, in consequence of any wilful neglect of official duty by any school commissioner, town clerk, trustees or clerks of school districts, the officer guilty of such neglect shall forfeit to the town, or school district so losing the same, the full amount of such loss with interest thereon. [Education Law, § 855]

Note—School commissioner now designated as district superintendent.

II A parent whose child does not attend upon instruction as required may be arrested and for the first offense, fined not to exceed \$5 or imprisoned five days; for each subsequent offense, fined not to exceed \$50 or imprisoned not to exceed 30 days or both. Courts of special sessions and police magistrates have exclusive jurisdiction to hear, try and determine charges of violation of law. [Education law, § 625]

The term "parent" includes the guardian or any other person who is likely to maintain or has actual custody of the child.

Courts of special sessions are held by justices of the peace, police justices and magistrates.

Fines collected in prosecution of parents should be paid to the county treasurer through the hand of the town supervisor, and are applied in the same manner as other fines collected on conviction of misdemeanors.

A child absent one day is absent twice, as the roll is called both morning and afternoon.

Tardiness. A child should not be charged upon the records as tardy if upon the school premises, though not in the school building when the roll is called.

Proceedings against parent; how instituted. The teacher must report the names of children of compulsory school age who are not complying with the law to the attendance officer and trustee or school board. The attendance officer shall then notify the parent personally or by written notice that he must cause the child to attend school. If the parent fails to do so, the officer must make written complaint before any justice of the peace in the town, or in a city or village a police justice or magistrate, and such justice or magistrate shall issue a warrant on said complaint and proceed to hear and determine the case in the same manner as provided by statute for other criminal cases under his jurisdiction. School authorities are authorized to employ legal counsel to prosecute any case arising under the provisions of the act, when they shall deem the same necessary, and the cost thereof is a legal charge against the city or district in which the case arose.

The fact that a child may have returned to school after having been illegally absent does not prevent the arrest and prosecution of the parent for such absence.

A parent should promptly furnish written excuses for each absence or tardiness of a child. Failure to do so will prove disadvantageous in case of prosecution as the burden of proof will shift to the parent upon proof of absence without excuse. The matter of furnishing an excuse is a privilege granted the parent to explain to the teacher what appears to be a violation of the law, but if the parent fails to avail himself of such privilege it is presumptive evidence that the parent had no legal excuse to offer.

If the school board and attendance officer fail to act on information given by the teacher that the law is being violated, the teacher should promptly notify the Attendance Division, giving facts in the case, including name and post office address of such officials.

III School authorities in cities, union free school districts or common school districts whose limits include in whole or in part an incorporated village shall appoint attendance officers to enforce the law; in common school districts town boards shall, subject to the approval of the district superintendent, appoint such officers. [*Education Law, § 632*]

Attendance officers should be carefully selected, paid a salary commensurate with the work to be done, and appointed annually on or before September 1st. Their duties are defined by statute, The University of the State of New York and the authorities appointing them.

Such officers may arrest without a warrant any child of compulsory school age who is a truant from instruction and deliver such child to the teacher from whom he is a truant; a child who is an habitual truant may be committed to a truant school. Officers should visit parents whose children fail to attend school as the law directs and, when necessary, take legal action against delinquent parents; visit factories, mercantile or other establishments within their territory, and examine employment certificates and registry of children employed. The jurisdiction of an attendance officer or officers is coincident with the jurisdiction of the board appointing such officer or officers. They should report promptly to school authorities the disposition made of each case. [*Education Law, § 633*]

Penalty. For neglect of duty the officer may be removed by school authorities in cities, union free school districts and common school districts whose limits include in whole or in part an incorporated village; town attendance officers may be removed by the district superintendents. [*Education Law, § 632*]

Persons interfering with attendance officers or owners of factories and mercantile establishments refusing to exhibit registry or certificate of children employed are guilty of a misdemeanor. [*Education Law, § 634*]

IV A child of compulsory school age, if an habitual truant or disorderly and insubordinate while in attendance at school, may be arrested by the attendance officer and committed by the proper authority to a truant school. [*Education Law, § 633*]

A child who is absent from lawful instruction upon which he is required to attend with the consent and knowledge of his parent is *illegally absent*, and the parent is *legally responsible*, while a child who is absent from instruction without the consent and approval of his parent is a *truant*. Any child who is in a permanent and usual condition of having no home, place of abode or guardianship or who is permanently abandoned, improperly exposed or in a state of want or suffering is a *vagrant*.

A child should not be arrested unless an habitual truant or disorderly and insubordinate while in attendance at school. Frequently parents are only too glad to have their children committed as truants and cared for as a public charge until they are permitted by law to go to work. The most direct and effective method of reaching parents and forcing upon them the duty of keeping their children in school is by proceeding against the parent as provided in the statute. Where parents are prosecuted the most, truancy exists the least.

LAW RELATING TO HABITUAL TRUANTS

V A child of compulsory school age may be committed to a truant school or institution if

a An habitual truant.

b Expelled from school because of insubordination and adjudged a disorderly person by the court.

A truant child may without warrant be apprehended by an attendance officer or peace officer and delivered to the school from which he is truant or to his parent or lawful guardian. [*Education Law, § 633 and 635, subdivisions 2 and 4a of § 635, amended by L. 1917, ch. 563*]

No person convicted of crimes or misdemeanors other than truancy may be committed to a truant school.

VI School authorities may establish schools or set apart rooms in public school buildings for habitual truants or disorderly children or they may commit them to any private school, orphans' home or similar institution controlled by persons of the same religious faith as the parents. [*Education Law, § 635*]

Industrial training shall be furnished in every truant school. School authorities should enter into a contract with an institution before committing a truant thereto; the cost of maintenance in a city or district employing a superintendent of schools shall be a charge against such city or district; in all other cases it is a county charge. A district may advance the necessary moneys which will be refunded by the board of supervisors. [*Education Law, § 635*]

VII In cities and villages employing a superintendent of schools, habitual truants and disorderly and insubordinate pupils may be arrested by the attendance officer and, with the written consent of the parent, committed by the superintendent to a truant school or other correctional institution. Outside of such cities and villages, with the written consent of parents, school authorities may commit such children.

If a parent refuses to give such written consent, then the child is to be arraigned before a magistrate and the parent or guardian notified to appear. In the proceeding, if the parent satisfies the court that the child is beyond his control, the child may be committed as a disorderly person. If, however, it appears that the parent can but fails to control such child properly, then the parent may be adjudged as responsible for the child's delinquency and punished therefor as provided in sections 624 and 625, *Education Law*. [*Education Law, § 633, 635; subdivisions 2 and 4a of § 635, amended by L. 1917, ch. 563*]

The term of commitment shall not exceed two years nor extend beyond the 16th birthday. Truants may be paroled by the superintendent of schools in cities and villages; elsewhere by the authority committing them. Children suspended for a period to exceed one week must be committed to a truant school. [*Education Law, § 633, 635*]

Penalty. For refusal to give consent to commitment parents shall be liable to the same punishment as for failure to send the child to school.

LAW RELATING TO THE TAKING OF A CENSUS

VIII A permanent census bureau shall be established in each city of the State.

The mayor, the superintendent of schools and the police commissioner, in the cities of Buffalo and Rochester constitute a census board in each such city and the police take the census and amend it from day to day.

In other cities of the State the board of education is a census board and the census is taken and amended from day to day by attendance officers and special census enumerators.

The census in all cities of the State includes all persons between 4 and 18 years of age, day of month and year of birth, residences by street and number, names of parents or guardians, number of children crippled, deaf, dumb, blind, physically and mentally incompetent to attend school, illiterates, and such information as the State Department of Education and local authorities may require. [*Education Law*, § 650, amended by L. 1917, ch. 567]

IX In all school districts a census shall be taken on the 30th day of August annually and one copy thereof filed with the teacher on the first day of school and the other copy filed with the district superintendent on or before the 15th day of September. [*Education Law*, § 652, amended by L. 1919, ch. 100]

In school districts the census shall include the names of all persons between 5 and 18 years of age, day of the month and year of birth, residences by street and number, names of parents or guardians. Census should be taken by a competent person in a house to house canvas. At the opening of the school census should be compared with entries in school register to determine if all children required by law have entered school.

X Parents who refuse to give the information required or who give false information may be punished by a fine not exceeding \$20 or by imprisonment not exceeding 30 days. [*Education Law*, § 653]

XI The cost of taking the census is a charge against the city or school district. [*Education Law*, § 654]

LAW RELATING TO DESTITUTE AND NEGLECTED CHILDREN

XII A parent or custodian of a child under 16 years of age must not abandon or unlawfully omit to provide for such child, nor shall such parent or any person permit a child to engage in an occupation whereby its life is endangered or health injured or its morals impaired. [*Penal law*, § 480-86]

Penalty. Abandonment of a child constitutes a felony; the endangering the life, health or morals of a child or failing to provide for a child, a misdemeanor.

A child under 16 years of age may be committed by the proper court or magistrate to any incorporated charitable reformatory or other institution; or placed under the custody of a probation or parole officer,¹

- 1 If found begging or soliciting alms whether under pretense of a sale or not; or in gathering or picking rags, or collecting cigar stumps, bones or refuse from markets,
- 2 If found wandering or abandoned without a home or guardianship or means of subsistence,
- 3 If found destitute or an orphan or with a surviving parent in jail or an habitual criminal,
- 4 If found frequenting the company of thieves, prostitutes, or in a house of prostitution; or in a concert saloon, dance hall, theater, museum or place of entertainment or place where liquors are sold without being in charge of his parent or guardian, or playing any game of chance or skill in any place where liquors are sold,
- 5 If engaged in any practice or exhibition or place dangerous to the life, limb, health or morals of the child,
- 6 If disorderly or ungovernable. [*Penal law*, § 486]

¹A child under the custody of a probation officer may within a period of one year be committed to an institution. The provision authorizing the placing of destitute or neglected children in the custody of a parole or probation officer does not apply to cities of the first class having children's courts nor take away nor limit their jurisdiction.

LAW RELATING TO JUVENILE DELINQUENTS

XIII A child under 7 is not capable of committing a crime. [*Penal law, § 816*]
 A child under 12 is presumed to be incapable, but this presumption may be removed by proof that he had sufficient capacity to understand the act. [*Penal law, § 817*]

A child over 7 and under 16 committing a crime not capital or punishable by life imprisonment renders the child guilty of juvenile delinquency only. [*Penal law, § 2186*]

Children under 16 shall be tried separate and apart from other criminals and when possible in a separate court to be known as a children's court. Such courts have been established in the cities of New York, Buffalo and Rochester. [*Laws of 1909, ch. 570; Greater New York Charter, § 1419; Laws of 1907, ch. 755; penal law, § 487*]

Children under 12 convicted of an offense which, if committed by an adult would constitute a felony, or between 12 and 16 years of age who have been adjudged juvenile delinquents, may be committed to state industrial or training schools. [*Penal law, § 2184*]

Probation officers are appointed by magistrates of courts having original jurisdiction of criminal actions in the State and serve under their direction. Any police officer, constable or peace officer or any other person may be so appointed. [*Code Crim. Proc., § 11a*]

LAW RELATING TO EMPLOYMENTS DANGEROUS TO HEALTH OR MORALS

XIV No child under the age of 16 years shall be

- 1 Employed or permitted to work in operating or assisting in operating any of the following machines: circular or band saws, wood shapers, wood jointers, planers, sandpaper or wood polishing machinery; picker machines or machines used in picking wool, cotton, hair or any upholstery material; paper lace machines; burnishing machines in any tannery or leather manufactory; job or cylinder printing presses having motive power other than foot; wood turning or boring machinery; drill presses; metal or paper cutting machines; corner staying machines in paper box factories; stamping machines used in sheet metal and tinware manufacturing or in washer and nut factories; machines used in making corrugating rolls; steam boilers; dough brakes or cracker machinery of any description; wire or iron straightening machinery; rolling mill machinery, power punches or shears; washing, grinding or mixing machinery, calendar rolls in rubber manufacturing; or laundering machinery; or in operating or assisting in operating any other machines or machinery which may be found by the industrial board to be dangerous and specified as such from time to time in rules and regulations adopted by such board. [*Labor law, § 93, amended by L. 1913, ch. 464*]
- 2 Employed or permitted to work at adjusting or assisting in adjusting any belt to any machinery; oiling or assisting in oiling, wiping or cleaning machinery; or in any capacity in preparing any composition in which dangerous or poisonous acids are used; or in the manufacture or packing of paints, dry colors, or red or white lead; or in dipping or dyeing matches; or in the manufacture, packing or storing of powder, dynamite, nitroglycerine, compounds, fuses, or other explosives; or in or about any distillery, brewery or any other establishment where malt or alcoholic liquors are manufactured, packed, wrapped or bottled; and no female under the age of sixteen shall be employed or permitted to work in any capacity where such employment compels her to remain standing constantly. [*Labor law, § 93*]
- 3 Employed or permitted to have the care, custody or management of or to operate an elevator either for freight or passengers. [*Labor law, § 93*]
- 4 Employed, exhibited or trained as a rope or wire walker, gymnast, wrestler, contortionist, rider or acrobat; or upon any bicycle or similar mechanical vehicle or contrivance; or,
 In begging or receiving or soliciting alms in any manner or under any pretense, or in any mendicant occupation; or in gathering or picking rags, or collecting cigar stumps, bones or refuse from markets; or in peddling; or,

In singing, or dancing, or playing upon a musical instrument, or in a theatrical exhibition or in any wandering occupation; or,
 In any illegal, indecent, or immoral exhibition or practice; or in the exhibition of any such child when insane, idiotic, or when presenting the appearance of any deformity or unnatural physical formation or development; or,
 In any practice or exhibition or place dangerous or injurious to the life, limb, health or morals of the child. [*Penal law*, § 485]

Exception. The above provisions (no. 4) do not apply to the employment of any child as a singer or musician in a church, school or academy; or in teaching or learning the science or practice of music; or as a musician in any concert or in a theatrical exhibition, with the written consent of the mayor of the city or president of the board of trustees of the village where such concert or exhibition takes place. Notice and a hearing if requested, must be given to the incorporated society for prevention of cruelty to children, if there be one in the county. [*Penal law*, § 485]

5 Employed in any mine or quarry in this State. [*Labor law*, § 131]

No person under the age of 18 years

Shall be employed or permitted to have the care, custody or management of or to operate an elevator either for freight or passengers running at a speed of over 200 feet a minute. [*Labor law*, § 93]

No male person under 18 years or woman under 21 years

Shall be permitted or directed to clean machinery while in motion. [*Labor law*, § 93]

No male child under the age of 18 years or any female

Shall be employed in any factory in this State in operating or using any emery, tripoli, rouge, corundum, stone, carborundum or any abrasive or emery polishing or buffing wheel, where articles of the baser metals of iridium are manufactured. [*Labor law*, § 93]

No girl or minor under 18 may sell or serve liquor. [*Liquor tax law*, § 30]

No woman or child

Shall work in the basement of a mercantile establishment unless authorized by the Department of Health or in a city of the first or second class by the Commissioner of Labor. [*Labor law*, § 171, amended by L. 1913, ch. 145]

LAW PROHIBITING THE ATTENDANCE OF CHILDREN UNDER 16 AT CERTAIN RESORTS

XV No person shall

- 1 Admit to or allow to remain in any dance house, public pool or billiard room, public bowling alley, concert saloon, theater, museum, skating rink, kinetoscope or moving picture performance, or in any place where wines or spirituous or malt liquors are sold or given away or in any place of entertainment injurious to health or morals, owned, kept, leased, managed or controlled by him or by his employer, or where such person is employed, or to perform such services as doorkeeper or ticket seller or ticket collector, any child actually or apparently under the age of 16 years unless accompanied by its parent or guardian, or unless such theatrical performance, kinetoscope or moving picture exhibition or other entertainment is given under the auspices, or for the benefit of any school or church or educational or religious institution, not operated for profit; or,
- 2 Suffer or permit any such child to play any game of skill or chance in any such place, or in any place adjacent thereto, or to be or remain therein or admit to or allow to remain in any reputed house of prostitution or assignation of any place where opium or any preparation thereof is smoked; or,
- 3 Sell or give away, or cause or permit, or procure to be sold or given away to any such child any beer, ale, wine or any strong or spirituous liquor; or,
- 4 Being a pawnbroker or person in the employ of a pawnbroker, make any loan or advance or permit to be loaned or advanced to any such child any money, or in any manner directly or indirectly receive any goods, chattels, wares or merchandise from any such child in pledge for loans made or to be made to it or to any other person or otherwise howsoever; or,
- 5 Sell, pay for or furnish any cigar, cigarette or tobacco in any of its forms to any such child; or,

- 6 Being the owner, keeper or proprietor of a junk shop, junk cart or other vehicle or boat or other vessel used for the collection of junk, or any collector of junk, receive or purchase any goods, chattels, wares or merchandise from any such child. [*Penal law*, § 484]
It is not a defense to a prosecution that such a child acted as the agent of another.

PROHIBITED ACTS

- XVI No messenger boy**, except to deliver messages at the door, may enter any disorderly house, unlicensed saloon, inn, tavern or unlicensed place where liquors are sold. [*Penal law*, § 488]

No child under 16 shall smoke cigars, cigarettes or tobacco in any form whatsoever in any public street, place or resort. [*Penal law*, § 486]

No person shall sell or give any cigar, cigarette or tobacco in any of its forms to **any minor** undergoing confinement in any reformatory, penitentiary or house of refuge in this state. [*Penal law*, § 489]

No person shall sell or give away liquor to a minor under 18. [*Liquor tax law*, § 29]

LAWS RELATING TO HOURS OF LABOR

- XVII No child under 16 may be employed**

(1) In a factory before 8 a. m. or after 5 p. m. or more than 8 hours a day or 6 days in a week and with at least 60 minutes for noonday meal, unless the State Commissioner of Labor permits a shorter time. [*Labor law*, § 77, 89]

(2) In a mercantile establishment, business or telegraph office, restaurant, hotel, apartment house, bowling alley, or in the distribution or transmission of merchandise, articles, or messages, or in the distribution or sale of articles or as a messenger, usher or checker in places of amusement, before 8 a. m. or after 7 p. m. or more than 54 hours a week or 9 hours a day with not less than 45 minutes for noonday meal. [*Labor law*, § 161]

Employers must post printed notices to this effect in a conspicuous place in the workrooms.

Penalty. Persons violating the penal law and parents or custodians of children who fail to exercise due diligence in their control to prevent violation of such law are guilty of a misdemeanor. Children violating the law prohibiting the use of tobacco in any form in a public street, etc., are guilty of a misdemeanor and may be fined not to exceed \$10 and not less than \$2. [*Penal law*, § 483, 486]

Constables and police officers must and agents for an incorporated society for the prevention of cruelty to children may arrest persons or minors violating the provisions of the penal law relating to such minors and bring them before the proper court. [*Penal law*, § 490]

Part 4

LEGAL FORMS

NOTICE TO PARENT OR GUARDIAN

Mr.

You are hereby notified that a child years of age, under your charge is not attending school; that such nonattendance is in direct violation of the law and without legal excuse.

You are therefore required to cause the said child to attend school within days from the date of this notice and you are warned that if the absence of such child from school is persisted in you will be prosecuted as provided in section 625 of the Education Law.

.....
Attendance Officer or School Trustee

FORM OF COMPLAINT AGAINST PARENT

STATE OF NEW YORK..... }
 COUNTY OF..... } ss.

To *Justice of the Peace, Police Justice or Magistrate*
in and for the *of*

..... being duly sworn deposes and says: that he resides in the of; that he is the attendance officer duly appointed under section 632 of the Education Law, or trustee (or other school authority) in school district no. of the of N. Y.

That residing at in the of is the parent, guardian or custodian of a child between 7 (or 8) and 16 years of age, in proper physical and mental condition to attend upon instruction.

That said has not caused said child to attend upon instruction as required by law during the school year now current, to wit: said child has been absent from lawful instruction days during the period between and without legal excuse therefor; that said has not presented to the above mentioned school authorities proof that such child is beyond his control or that said child is between 14 and 16 years of age and regularly and lawfully employed and has thereby violated section 624 of the Education Law.

Wherefore deponent asks that said be apprehended and dealt with according to law.

Subscribed and sworn to before me
 this day of 19...

.....

.....

FORM OF WARRANT OF ARREST FOR MISDEMEANOR

COUNTY OF..... } ss.
OF..... }

*In the Name of the People of the State of New York: To Any Peace Officer¹
 in the County of.....*

Information upon oath having been this day laid before me, that a misdemeanor has been committed by [Insert name of parent, guardian or custodian] a person having under his control [Insert name of child] a child between 7 (or 8) and 16 years of age, physically and mentally competent to attend upon lawful instruction, in that he has failed for.....days from.....19...to.....19...to send the said child to school as provided in section 624 of the Education Law.

YOU ARE THEREFORE COMMANDED forthwith to arrest the above named [Insert name of parent, guardian or custodian] and bring h..... before² [Insert name of justice of the peace, police justice or magistrate] at.....in said.....of.....

Dated at.....this.....day of.....19...

.....
Justice of the Peace, Police Justice or Magistrate

COUNTY OF..... } ss.
OF..... }

.....being duly sworn says that he resides in the.....of.....; that the name of.....signed to the above warrant of arrest, is in the handwriting of....., who is one of the justices of the peace, police justice or magistrate in the.....of.....by whom the above warrant was issued.

Subscribed and sworn to before me, this.....day of.....19...

FORM OF COMMITMENT FOR DEFAULT IN PAYMENT OF FINE

STATE OF NEW YORK, COURT OF.....
 TOWN OR CITY OF..... } ss.
 COUNTY OF..... }

*In the Name of the People of the State of New York: To Any Peace Officer of
 the.....of.....and Keeper of the Jail in
 the.....of.....*

The above named [Insert name of parent, guardian or custodian] having been brought before [Insert name of justice, etc.] a justice of the peace, police justice

¹ A peace officer is a sheriff of a county, or his undersheriff or deputy, or a constable, marshal, police constable or policeman of a city, town or village. [C. Crim. P. § 154]

² The warrant must direct that the defendant be brought before the magistrate issuing the warrant, or if the offense was committed in another town, and is one of which a court of special sessions has jurisdiction to try, or which a magistrate has jurisdiction to hear and determine, before a magistrate of the town in which the offense was committed. [C. Crim. P. § 151]

or magistrate of the.....of....., N. Y., charged with a misdemeanor in that he has failed to send his child [Insert name of child] to school as required by section 624 of the Education Law, and I, the said justice having adjudged that he has forfeited the sum of.....dollars for said offense; and the said [Insert name of parent, guardian or custodian] on conviction, having failed to pay the same:

These are *in the name of the people of the State of New York* to command you, the said peace officer, to take said [Insert name of parent, guardian or custodian] and convey and deliver him to the keeper of the jail in the.....of.....and you, the keeper of said jail, to receive the said [Insert name of parent, guardian or custodian] into said jail and there keep him safely for the term of.....days unless the said sum shall be sooner paid, or he is otherwise discharged by due process of law.

Given under my hand and seal this.....

day of.....19...

.....
Justice of the Peace, Police Justice or Magistrate

FORM OF COMMITMENT OF TRUANT WHEN PARENT GIVES CONSENT

To the Attendance Officer or Peace Officer of the.....of.....
and to the Superintendent of [Insert name of truant school or institution]

Whereas.....a child between 7 (or 8) and 16 years of age in proper physical and mental condition to attend upon instruction, residing at.....in the.....of.....N. Y., having been brought before me [Insert name of trustee or other school authority] of the.....of.....charged with being a truant from lawful instruction within the intent and meaning of section 635 of the Education Law and reasonable notice having been given such child and the persons in parental relation to such child and an opportunity for them to be heard, and at the hearing held on the.....day of.....19... the said child having been adjudged a truant and with the written consent of the parent ordered to attend or be confined and maintained in [Insert name of truant school or institution] for a period not to exceed two years, viz:

.....

Now therefore you, the said attendance officer or peace officer, are commanded forthwith to convey and deliver the said.....into the custody of the superintendent of [Insert name of truant school or institution] and you, the said superintendent, are hereby commanded to receive the said.....into said truant school or institution and confine him therein until he shall be paroled or discharged according to law.

Given under my hand at the.....of.....this.....
day of.....19...

.....
Trustee or other school authority

FORM OF COMMITMENT OF TRUANT WHEN PARENT REFUSES TO GIVE CONSENT

.....COURT }
 STATE OF NEW YORK..... } ss.
 COUNTY OF..... }

*In the Name of the People of the State of New York: To Any Peace Officer
 of the.....of.....and to the Superintendent
 of [Insert name of truant school or institution]:*

Whereas.....a child between 7 (or 8) and 16
 years of age in proper physical and mental condition to attend upon instruction,
 residing at.....in the.....of
having been adjudged a truant from lawful instruction
 within the intent and meaning of section 635 of the Education Law by [Insert
 name of trustee or other school authority] and the parents of said child having
 refused to consent to his commitment by such school authorities to a truant
 school or institution and the said child having been brought before me [Insert
 name of justice of the peace, police justice or magistrate] of the.....
 of.....N. Y., on the.....day of.....
 19... charged with disorderly conduct, adjudged a disorderly person and ordered
 to attend or be confined and maintained in [Insert name of truant school or insti-
 tution] for a period not to exceed two years, viz:.....

Now therefore you, the said peace officer of the.....of
are commanded forthwith to convey and deliver
 the said.....into the custody of the superintendent of
 [Insert name of truant school or institution] and you the said superintendent are
 hereby commanded to receive the said.....into said truant
 school or institution and confine him therein until he shall be paroled or dis-
 charged according to law.

Given under my hand at the.....of.....this.....
 day of.....19...

.....
Justice of the Peace, Police Justice or Magistrate

FORMS OF SCHOOL RECORD CERTIFICATE

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE DEPARTMENT OF EDUCATION

SCHOOL RECORD CERTIFICATE

This certificate is to be issued to a child 14 years of age but not 15 years

To the board of health ^{city}town of.....

GENTLEMEN: I hereby certify that.....was a
 pupil in.....school in the.....
 of....., state of.....; that.....
 attendance at school was not less than 130 days during the 12 months next
 preceding.....14th birthday or the 12 months next preceding.....
 application for this school record certificate; that.....has completed the work
 of the elementary school course of eight grades and is in possession of a Regents

preliminary certificate as proof thereof; that according to the records of the above-named school said pupil was born on the.....day of....., 19...., resides at.....in the.....of.....and the name of.....parent, guardian, or custodian is.....

[Signed].....
Superintendent, principal or principal teacher

[Dated].....

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE DEPARTMENT OF EDUCATION

SCHOOL RECORD CERTIFICATE

This certificate is to be issued to a child 15 years of age but not 16 years

To the Board of Health ^{city}_{town} of.....

GENTLEMEN: I hereby certify that.....was a pupil in.....school in the.....of....., state of.....; that.....attendance at school was not less than 130 days during the 12 months next preceding.....14th birthday or the 12 months next preceding.....application for this school record certificate; that.....has completed *in English* the work in reading, writing, spelling, arithmetic, English language and geography, prescribed for the first six years of the public elementary school or school of equal rank maintaining an equivalent course of study in the English branches; that according to the records of the above-named school said pupil was born on the.....day of.....19.... resides at.....in the.....of.....and the name of.....parent, guardian, or custodian is.....

[Signed].....
Superintendent, principal or principal teacher

[Dated].....

FORM OF CERTIFICATE ISSUED BY LOCAL BOARDS OF HEALTH
 AUTHORIZING EMPLOYMENT IN A MANUFACTURING
 ESTABLISHMENT

(This certificate must be filed in the office of the employer until the child in whose favor it is issued has reached the age of 16 years.)

Department of Health, City of [Name of place]

No.....

EMPLOYMENT CERTIFICATE

Manufacturing establishments

[Name of place].....19....

The department (or board) of health of [Name of place] hereby certifies:
 That.....described below, has personally appeared before the undersigned officer and by him been examined and found qualified for employment in any manufacturing establishment in this city (town or village);

and further certifies that the papers required by section 71 of the labor law have been duly examined, approved and filed.

Name.....
 Residence.....
 Date of birth..... Place of birth.....
 Color of hair..... Color of eyes.....
 Height.....feet.....inches Weight.....lb.
 Facial marks.....

[Signature].....

[Officer issuing certificate]

[Signature of child named in above certificate]

Employment certificate blanks may be obtained from the State Labor Department upon application.

Part 5

INSTITUTIONS TO WHICH CHILDREN MAY BE COMMITTED

The following cities maintain truant schools for residents only: New York, Brooklyn, Syracuse and Buffalo. Rochester maintains a truant school and accepts nonresidents at \$5 a week, the price being practically prohibitive and fixed with the intent to prevent outside parties from committing children to the school. These and the George Junior Republic at Freeville are the only distinctively truant schools.

Other institutions accepting truant children are:

Nominally Protestant

Berkshire Industrial Farm, Canaan, N. Y. Boys.
 George Junior Republic, Freeville, N. Y. Boys and girls.
 Jefferson County Farm Home, Watertown, N. Y. Boys.
 Western New York Home for Destitute Children, Randolph, N. Y. Boys and girls.

Catholic

Father Baker's School, West Seneca, N. Y. Boys. Girls branch in Buffalo.
 New York Catholic Protectory, 415 Broome st., New York. Boys and girls.
¹ House of Good Shepherd, Peekskill, N. Y. Girls.
 St Mary's Catholic Home, Binghamton, N. Y. Boys and girls.
 St Vincent's Female Orphan Asylum, Albany, N. Y.
 St Vincent's Male Orphan Asylum, Albany, N. Y.
 St Vincent's Female Orphan Asylum, Buffalo, N. Y.
 St Vincent's Female Orphan Asylum, Troy, N. Y.
 Troy Catholic Male Orphan Asylum, Troy, N. Y.

These are the institutions which we have visited and which are receiving truant children. We found them all excellent and well prepared to care for and properly instruct the children committed to their care.

The authorities of the institution selected should be corresponded with and contract entered into before commitment is made.

¹An ideal home for girls and an exceptionally well-managed institution.

University of the State of New York Bulletin

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Published fortnightly

No. 687

ALBANY, N. Y.

JUNE 1, 1919

ELEMENTARY SYLLABUS IN ENGLISH LANGUAGE AND LITERATURE

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ALBANY

THE UNIVERSITY OF THE STATE OF NEW YORK

1919

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University
With years when terms expire

(Revised to September 1, 1910)

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ALBANY, N. Y.

June 1, 1919

ELEMENTARY SYLLABUS IN ENGLISH LANGUAGE AND LITERATURE

This syllabus is divided as follows:

Language and literature, grades 1 to 6 inclusive

Oral and written composition and corrective English.

Introductory statement of purposes and methods.

Outline of oral and written composition and corrective English by grades, including a statement of aims and minimum essentials for each grade and of the grammar assigned for the sixth grade.

Book list for teacher of elementary composition.

Literature.

Introductory statement of purposes and methods.

Lists of books for class reading, memorizing, supplementary reading and for the use of teachers.

Statement of relation between English instruction in grades 1 to 6 and 7 to 9.

Language and literature, grades 7 and 8

Oral and written composition and grammar.

Outline of oral and written composition by grades, including a statement of aims and minimum requirements for each grade.

Outline of grammar by grades

Literature.

Introductory statement of purposes and methods.

Lists of books for class reading, memorizing, supplementary reading and for the use of teachers.

LANGUAGE AND LITERATURE, GRADES 1 to 6

INTRODUCTION

1 Oral Composition

The tendency in education has been to lay more stress upon written than upon spoken English. Since people talk more than they write, such a division of the subject is not consistent with the demands of society. A person who talks well can express himself well on paper, provided he knows the ordinary mechanics of writing. The reverse is not always true. Teachers should strive to develop in their pupils the desire to talk well and the ability to do so. *This can not be accomplished without constant attention to the subject in every class.* In addition to the opportunities for oral expression provided by other subjects, time for what may be called *oral composition* should regularly be taken from the periods assigned to English. The term "oral composition" as here used does not refer to sentences thoughtlessly thrown together in conversation. It refers rather to longer and more connected discourse, that is narratives, reproductions of stories, descriptions, explanations, arguments. Of the time assigned to composition in the various grades, the part devoted to oral composition should be approximately as follows:

First grade — seven-eighths or more

Second grade — four-fifths

Third grade — three-fourths

Fourth grade — three-fourths

Fifth grade — two-thirds

Sixth grade — two-thirds

Seventh grade — one-half

Eighth grade — one-half

A close relationship between oral and written composition should be maintained. Written composition should almost invariably be preceded by oral composition.

In conducting the work in oral composition, the teacher should have certain definite aims constantly in mind. These may be stated briefly as follows:

- 1 To give the child training and practice in connected speech.
- 2 To eliminate speech defects and to develop and improve articulation, enunciation and inflection

- 3 To eliminate common speech errors
- 4 To build up a vocabulary
- 5 To develop a respect for the mother tongue and a desire to use it well
- 6 To give greater opportunity for self-expression.

A child talks with most zest when discussing some subject of immediate personal interest. Hence it is desirable that subjects selected as topics for oral composition should be chosen from the child's experience. Among such topics are his surroundings, home, family, friends, games and toys. The industrial life with which he comes in contact, the milkman, postman, R. F. D. mail carrier, policeman, fireman, motorman, will supply excellent material for language work. The elementary problems in ethics, hygiene and good manners which he should consider, can and should be discussed in conversation lessons with his teacher. The experiences of the child should be supplemented by the experiences of others, gained from literature. The stories he hears or reads quicken his imagination, broaden his knowledge and supply him with literary models. In all this oral work, the teacher's aim should be to secure a genuine interest in the subject under discussion and to secure the voluntary participation of every pupil. The overtalkative child must be checked and directed, the timid encouraged, the indolent stimulated.

The pupil should be able to see a reason for his work in oral expression. The simplest means of accomplishing this is to provide him with an audience of his fellows whom he may entertain or inform, with whom he may share something that has interested him, or to whom he may offer his part of an argument upon some topic that is under discussion. His growing ability in oral expression should be utilized whenever possible in school exercises on special days and occasions, in club meetings, in making announcements in morning assembly, in assisting his teacher in the classroom by conducting some part of the lesson that is within his power and in other ways that will suggest themselves.

The sources of material for oral work are numerous. The following list is an addition to suggestions already made:

- Personal experiences
- Stories retold.
- Dramatization
- Language games
- Picture studies

Records of journeys

Legends and neighborhood traditions

Anecdotes, jokes, riddles

Original stories and poems

Topical recitations based upon geography, history, nature study

Current events

Reports of lectures, concerts, good moving pictures, school exhibits, holiday trips, the county fair

Socialized recitations.

Explanations of processes in manual training, domestic science, gardening or shop work

Descriptions

Arguments

Biographies ("My Favorite Hero")

Book reviews, given very simply to arouse in the audience an interest in the book discussed

The main difficulties to be met in teaching composition, oral or written, are the child's lack of something to say, his tendency to become confused and wordy and to ramble away from his subject, and his awkward and ungrammatical way of expressing himself. There should be careful preparation for a lesson in oral composition so that the pupil will be well supplied with ideas to express. The topics should be sufficiently limited so that the tendency to ramble away from the main thought will be avoided. The ungrammatical expressions will grow less only as a result of constant drill in the use of the correct form of any expression misused.

The correction of speech errors is a subject deserving serious consideration. Each teacher should make a collection of the errors in English made by her pupils and drill intensively against the most common of these, while correcting less frequent errors as they occur in individual cases. Since it is impossible for any one grade to do effective work in overcoming all types of errors, selection has been made for each grade. This list should be amended to suit the needs of the class and locality in which it is to be used. Mispronunciations should be corrected in the lesson period in which they occur but class instruction and drill should be given when an error is so common as to warrant this. The English club, spoken of later for upper grades, may be very helpful in the lower grades, also. The children should list the errors heard and the teacher work out the corrections.

Language games involving a frequent repetition of the expression misused are an effective means of correcting errors in grammar or pronunciation. For example, to teach the use of "I did" instead of "I done," one child is blindfolded or stands with his back to the rest of the room. Another child, signalled by the teacher, raps on desk. The blindfolded child says "Alice did that." The second child answers, "No, someone else did it" or "Yes, I did it," as the case may be. When a child is "caught," he takes the place of the one blindfolded. Several games may be devised for the eradication of one deeply rooted error. One game should not be played so constantly that interest in it is exhausted. Such games may be used in any grade where they are found effective but are best suited to grades below the fifth. (See *Language Games* by Myra King, and *Language Games for All Grades* by A. G. Deming.)

A correct form that needs repetition may be stressed in a story that is to be reproduced or in a dramatization. For example, in "The Three Billy Goats Gruff," the repetition, "Who is tripping across my bridge?" "It is I, little Billy Goat Gruff," may be utilized to emphasize a form often misused. Literature may be called in to help. Pupils may be asked to recall that Stevenson says "When I was sick and *lay* in bed," not "laid," and that he says "I *saw* the next door garden lie adorned with flowers before my eye," not "I seen."

In oral expression, as in other work, the pupil should be held responsible for what he has been taught in preceding grades. When, knowing the correct use, he makes an error in English, he should be held responsible just as strictly as he would be if he had made an error in multiplication or division. Children should be taught to admire fluent, graceful speech and to regard their individual errors in English as enemies to be destroyed. It is a good plan for a pupil in the grammar grades to keep a small notebook in which he records from time to time the correction of his personal errors in speech, as "I must say 'He doesn't'," "I must say 'ath-let-ics'; there is no 'a' after 'ath'." The creating of a critical attitude in the pupils will save the teacher many hours of labor.

Three points should be borne constantly in mind by the teacher of composition, oral and written: the necessity of eliminating unnecessary material, of including in the composition everything that is necessary, and of arranging material in proper order. Even in the second and third grades, the teacher, having assigned a sufficiently limited topic, must work for the strong opening and

closing sentences which will give balance to the recitation. The child should learn that what he has to say, and may later write, must have a well-defined beginning, middle and end; and in his striving to attain this ideal in his work he is conquering the problems of unity, coherence and emphasis before he has ever heard those terms applied to composition.

Dramatization is an activity which should be used constantly for developing ability in oral expression. The dramatic exercise as given in the classroom is not an end in itself. In stimulating originality and spontaneity of expression, in developing in the child the power to choose the words that will best fit a given situation, no exercise is better than the acting out of stories with which he is familiar. The teacher may tell or read the story. (It is better to tell it in the first and second grades.) The children should discuss the story and reproduce it. This may be done in more than one way. The story may be told in the form of the original as a personal experience of one of the characters, and so on. One child should not tell the whole story. When the pupils have the story well in mind, they may present the little play. They should arrange the stage themselves and should not be told what to say. The exercise should not be permitted to lose its spontaneity by too frequent repetition of the same material. Dramatization in varied form should be continued through all the grades. As the literature studied increases in length and complexity, parts rather than the whole story may be produced and an original or class composition play may also be used.

In class exercises in oral composition, pupils should criticize one another's work. Strong as well as weak points should be mentioned, the strong points being preferably given first. The pupil reciting may first of all be given opportunity to criticize his own attempt or he may be permitted to call upon the class for criticism and may justify himself against adverse criticism, provided he can give reasons for his opinion. Extreme courtesy should invariably be required. Pupils should understand that criticism of one another's work should be given to help and not to embarrass. The pupils in criticizing should follow a definite plan provided or developed by the teacher, who will at all times be the director and censor of the work. The following outline is suggestive:

Did the speaker stand well?

Did he speak clearly and not too fast?

Was his first sentence interesting? What made it so?

Did he end his talk definitely? If not, how could he have improved it?

Did he stick to his subject? If not, what was unnecessary?

What words or expressions did he use that were new or unusual?

Were these new or unusual expressions better than the commoner forms would have been?

What speech errors do you wish to correct?

Such an outline as the preceding may be used in the sixth, seventh and eighth grades and in a modified form in the fourth and fifth grades. If there is a blackboard in the front of the room, it is a good plan to place on it the outline to be followed by the class critics, while on a blackboard at the rear of the room or on posters faced by the speaker may well appear some suggestions for his benefit, such as the following:

Stand erect.

Speak distinctly.

Do not hurry.

Do not use too many *ands*.

Do not say "He says" for "He said."

The teacher should encourage constructive criticism. It is better to say "Tom should have said 'He doesn't'," than "Tom said 'He don't.'" She should commend generously whenever commendation is possible. If the recitation as a whole can not be commended, and the child has done his best, some detail will perhaps merit approval. As a rule, a recitation should not be interrupted except to correct a flagrant error, as continual interruption is exhausting and discouraging. Such an interruption should, of course, be made only by the teacher. Notes should be made of errors and these corrected after the recitation is completed.

Recitations of any length made to the class should be made from the front of the room and, since every recitation is an exercise in English, this rule should apply in other subjects as well as in English. The child's manner in taking his place and his standing position should be carefully observed. He should not be permitted to begin talking until he has reached the front of the room and has looked at his audience. He should pause definitely after finishing before taking his seat. If he is to remain before the class to ask for criticisms, he should pause definitely before asking for criticisms. During the oral exercise the teacher should sit or stand at the back of the room.

When the oral exercise is one of reproduction, different children should be called upon to tell parts of the story, if it is one of any length. One child should not be permitted to ramble on indefinitely while the others become bored and disorderly. Long stories should be avoided, especially with younger children. It is sometimes possible to adapt a long story to the needs of a class by leaving out parts and making slight changes. In cutting, the teacher must remember the prime importance of retaining unity and coherence.

The tendency of pupils to speak unintelligibly is usually due to self-consciousness. This condition will improve as oral expression becomes a matter of course and when the children find that they are actually talking to one another. Lack of clearness in speech is sometimes caused by a lack of knowledge of the subject under discussion, but this should not be the case in a class in oral composition since no child should be asked to talk on a subject with which he is not familiar. When pupils are asked to prepare outside of class for an oral exercise, as when each child tells a different story or reviews a different book, the teacher should require each pupil to submit in advance the name of his topic and a statement or outline of his intended discussion. This plan should be followed in all grades where any outside preparation for oral composition is made. Impromptu oral composition may sometimes be called for when some event of general interest has occurred and the children are "full of it," or when certain children in the class have had experiences which if related will be of value and interest to the others. However, the child who is to speak should always make a brief mental plan before he begins talking. Pupils should be warned against memorizing in preparation for an exercise in oral composition and should be advised to give the oral exercise several times to a listener, trying to give it a little differently each time.

Every effort should be made by means of proper breathing, vocal and other physical exercises, to improve and strengthen the organs of speech so that distinct enunciation and a pleasing quality of tone will result. This work should be done regularly with some well-defined plan. Speech defects should be corrected whenever it is possible. When a case requires more scientific care than a teacher can give, parents should be urged to seek special treatment. Defects of articulation carried into the fifth year of life are likely to crystallize and remain. The teacher should examine a pupil when he enters school, should make a list of the sounds which the child can not articulate properly and give him systematic drill in

the correction of these errors. Much of this correction may be accomplished by class exercises. In a large grade there will not be more than two or three who will need individual attention.

The enlargement of vocabulary is best accomplished by enriching the experience, interest and knowledge of the pupils. Terms used in connection with the various subjects he studies will be used by the child when he understands and can pronounce them. When the use of an incorrect or unsatisfactory word occurs in a recitation, a better one should be substituted by the teacher or classmates. The use of a word that is an addition to the class vocabulary should be commented upon and commended. In the story work, the teacher should call attention to valuable words and expressions and encourage pupils to use these in their reproductions and dramatizations. The children may be encouraged to keep lists of unusual words noticed in reading or in story telling. Later these may be used in their own work. Thus the vocabulary is increased in a natural way. The use of the dictionary should begin early and should be encouraged. Regular exercises in its use should be given in all grades above the fourth but children should be taught to use it as early as they are able to do so. If diacritical marks are not taught in connection with reading, they should be presented elsewhere early in the course. The use of pronouncing lists in readers, language books, geographies etc. should be begun as early as the fourth or even the third grade. It will be found worth while in the grammar grades in the interest of a broader vocabulary, and also in the interest of coherence, to give the pupils practice in using certain convenient phrases, especially of a connective nature. The following list is suggestive merely:

In connection
Therefore
For example
In general
Moreover
Nevertheless
Above all
Accordingly
As a result
On the contrary

On the other hand
It follows that
To be sure
As a matter of fact
Meanwhile
For that matter
Consequently
In the first place
Notwithstanding

An effort to secure equivalent connective phrases may be made a valuable exercise.

The memorizing of fine selections of prose and poetry, in addition to its value in other directions, teaches new words and supplies new forms of expression. Individual rather than concert recitation of memorized selections should be required. The concert recitation,

while sometimes desirable, tends to develop the "sing-song" habit in the pupils. Many selections are in themselves quite unsuited to concert recitation. In connection with the presentation of selections to be read for appreciation or memorization, the teacher will do well to read chapters 4 and 6 in *The Teaching of English* by Chubb, chapters 7 and 10 in *How to Study* by McMurry, and pages 92-95 in *The Teaching Process* by Strayer.

The teacher should at all times be keenly critical of her own use of English, remembering that a good example is invaluable. In requiring any type of oral work, she should be able to illustrate, and should so illustrate in advance, the type of expression that is required of her pupils. It is well to remember also that the less unnecessary talking the teacher does in all classes, the greater will be the opportunity of the pupils to develop their ability in the use of oral English.

2 Written Composition

Written language as studied in the elementary schools includes training and practice in composition writing and drill in the technicalities of written work. Under the latter head penmanship and spelling may be included.

Little original work in written composition should be attempted until the child has mastered the elementary technicalities. Until this is accomplished, he is too much hampered by the mechanical difficulties he must face to express himself freely. During the time when he is mastering the mechanics of writing, his work in oral language, while achieving its own immediate end, will be preparing him for his work in written composition. The child who is learning to speak in sentences may be easily taught later to capitalize the beginnings of his sentences and punctuate the ends.

The simple technicalities of writing should be taught early and thoroughly so that the child may, as soon as possible, turn his attention from the mechanism by which he expresses thought to the thought itself. Correct technic should be taught with the first lessons in written language but should be presented in small amounts and with much drill. A little well learned is infinitely more valuable than much half learned.

Aside from the difficulty of putting on paper what he wishes to say, the child is hampered in written composition exactly as he is in oral composition and the same remedies should be used. (See introduction to Oral Composition.) Oral preparation will provide the child with something to say. It should also provide him with

the desire to express himself in writing, while the use of good models written by others will add to this desire besides being helpful in other ways. A properly limited subject will prevent his topic from running away with him and constant oral drill will gradually eliminate those oral errors, notably the "run-on" sentence, which are so often continued in written composition.

There are three major points which should be constantly borne in mind by the teacher of composition: the necessity of eliminating unnecessary material, the importance of including all that is necessary, the arrangement of material in logical order. Pupils should be taught to plan their compositions carefully before writing them. These plans may frequently take the form of simple outlines, at first developed from the class, later prepared by the pupils, but always as the result of careful oral preparation. The use of the outline will help the child to locate the important points, to discard the unimportant and to arrange the whole logically.

Efforts should be made to develop good taste in the selection of topics for composition. A child should learn early that while all his experiences are interesting to him, not all of them are interesting to other people and that as he speaks and writes for others he must select material for composition with others than himself in mind. He may be intensely interested in the fact that he has a loose tooth but the class will not be, although they may become so if he will give a humorous account of how it was pulled out.

The work in composition should have some immediate value which the child can appreciate. Compositions may be read to the class in morning exercises or on special occasions. They may, when very good, be published in the school paper or perhaps in a local newspaper. They may be made into books to be used as Christmas or birthday gifts. The blackboard newspaper on which frequently appointed reporters record interesting items of school news provides good drill in writing brief statements with the main point emphasized. When the composition is in letter form, the letter should frequently be a real one, that is, one to be sent. The class may exchange letters with children in other schools in the town or in another town. They may write for catalogs which are needed by some department in the school. They may write to an absent member whose convalescence needs enlivening. Children should be trained especially in the various kinds of letters they will need to write, as informal letters of invitation and acceptance, letters of thanks for a gift or of appreciation after a visit, letters of excuse

after absence or for failure to prepare a lesson assignment, letters ordering articles of various sorts, of subscription for periodicals, of application for work.

The recognition of the sentence as a unit should be constantly emphasized. Children should be taught to regard a failure to begin and end a sentence properly as an "unpardonable error." The primary correction of this fault will come in the work in oral composition with the elimination of superfluous connectives and the development of the sentence sense. If this fault is found in written work, it indicates that the teacher has not given proper oral drill and possibly that she is not setting a good oral example.

The recognition of the paragraph unit should be carefully developed. This will come as a result of various oral exercises. Probably the most effective method of developing the paragraph sense is the telling of brief stories in which, without comment as to paragraphing, one child is permitted to tell one paragraph, another the next, and so on. Later in the course such a simple story may be outlined after being told, with one main topic for each paragraph, the topics being developed from the class. The story may be told again, following the outline. This may be done in any grade where the children are able to read the written outline. In the fourth or fifth grade, and above, the class may write the reproduction after giving it orally, indicating a new paragraph for each main topic in the outline. For this work, an effort should be made to select stories that will not require more than a short, two or three paragraph composition. Fables, historical and other anecdotes and episodes from longer stories may be used for such written reproduction exercises.

Emphasize early and often in oral and written composition the importance of strong opening and closing sentences. Attention may be given definitely to this point as early as the second grade. Beginning sentences may be compared as to interest. The class may supply sentences for a paragraph to be written on the blackboard, the best sentences being selected after discussion. Children will quickly see that a paragraph beginning "Yesterday I was going to school and I heard somebody crying" is less interesting than "A loud scream came from the mill pond," or that one ending "My mother did not like it because my new suit was spoiled" does not arouse the same response as "I will leave you to imagine what happened when I reached home." Pupils trained to discriminate in these points will not write letters beginning "As I have a little time

I thought I would write to you" and ending "This is all I think of now, so goodbye."

As to correction of themes, oral preparation, a limited topic and short sentences in a short composition will do much to eliminate the types of errors commonly found. Children should be taught to read their compositions through several times before handing them in, looking first for one type of error, then for another. They should read their written efforts through aloud whenever these are prepared out of class. The ear trained by oral drill will detect errors that otherwise might pass unnoticed. The pupil may be permitted to make a rough draft which he may rewrite and correct before handing in as finished product, but papers should not ordinarily be rewritten for the teacher except as a punishment for slovenly work. While examining the papers the teacher should make note of the most common errors, later give a lesson or lessons upon the elimination of these and make the next written assignment one that will give the pupil practice in doing correctly what he has previously done incorrectly.

In indicating mistakes on papers, the teacher should not disfigure the child's work but should set an example of that neatness which she demands. The blackboard may be used advantageously for class work in correction.

When compositions are written in the classroom, the teacher should work with the pupils, since the best time to help the child is when he feels the need. The composition period is not a suitable time for the teacher to attend to other work. She should pass quietly from pupil to pupil, making suggestions and answering necessary questions. If a child asks for the spelling of a word, in a grade where dictionaries are not provided, the spelling may be written on the board to help the questioner and anyone else who may need the same word. All composition should be short. Brevity makes it possible for the teacher to give frequent assignments and to demand perfect work.

When compositions are read to the class by the writers, the other members of the class may be permitted to offer criticisms when a reading is over. The method of conducting such an exercise should be similar to that suggested in connection with the criticism of oral composition.

Dictation exercises should be given at regular intervals to test the pupil's power to use the technicalities that he has been taught and as a valuable aid in fixing those technicalities. Such exercises

should be carefully selected and prepared so as to give pupils exactly the drill they need. The exercise should always be of such a nature that the average child who has worked faithfully may, if he is painstaking, have a perfect paper, but it should be sufficiently hard to require thought and care. The element of amiable competition which enters whenever each member of a group is trying to do the same thing perfectly, adds zest to the exercise in dictation. While not imperative, it is usually a good plan to keep the dictation exercises in notebooks so that progress may be more carefully observed and weak points checked up. Dictation work at the blackboard is helpful in the lower grades. The use of the blackboard in the lower grades for the childrens' composition work should be encouraged. Dictation exercises should never be given aimlessly, as a means of filling in time. They should be corrected, with class discussion of reasons for correction. Weak points should be collected and their correction emphasized in class drill.

Copying is useful as an exercise in accuracy. As soon as possible, children should learn to look at the entire sentence and copy first one phrase or related group, then another. Later the whole sentence, unless exceptionally long, should be reproduced after one reading.

Good penmanship should be required upon all papers. Some uniform method of penmanship should be used in a school system and adhered to until the pupils have mastered it. There is no legitimate excuse except physical or mental defect for a child's writing illegibly. Some one good composition and letter form should be adopted and used uniformly throughout the system and a uniform system of grading papers is desirable. Such uniformity saves time for the teacher and avoids misunderstanding on the part of the pupil in cases of transfer from one school to another.

Errors in spelling are best eliminated by teaching the child the words he needs to know. The teacher should keep a record of the words that pupils miss in the spelling class and other classes and teach those words until the whole class can spell them. The early use of some of the excellent word lists prepared by authorities in this subject, notably the *One Hundred Spelling Demons* selected by Dr W. F. Jones from the Ayres List, will provide the pupil in advance with a knowledge of many of the words he is most likely to misspell. In the interests of a growing vocabulary, other words than those suggested above should be taught but it is futile to spend time on words the pupil is not likely to use. It should be borne in

mind that the vocabulary of an average eighth grade pupil contains less than 2500 words and that it is on those words, so far as they can be selected, that intensive work in spelling should be done.

The books given in the following list will be helpful to the teacher of oral and written expression :

- Axtell.** The Teaching of Literature
Bancroft. The Posture of School Children
Bolenius. The Teaching of Oral English
Bryant. How to Tell Stories to Children
Cabot. Ethics for Children
Chubb. The Teaching of English
 ——— Festivals and Plays
Cooley. Language Teaching in All Grades
Deming. Language Games for All Grades
Dewey. Talks on Manners
Evarts. The Speaking Voice
Goldwasser. Methods in English
Hilliard, McCormick & Oglebay. Amateur and Educational Dramatics
Hinsdale. Teaching the Language Arts
Hosic. The Elementary Course in English
Hutchins. The Children's Code of Morals
King. Language Games
Klapper. The Teaching of English
Leiper. Language Work in the Elementary School
Leonard. English Composition as a Social Problem
Lewis. American Speech
Lyman. Story Telling
Mackay. How to Produce Children's Plays
Mahoney. Standards in English
Maxwell, Johnson & Barnum. Speaking and Writing
McMurry. How to Study
 ——— Special Method in Language
Palmer & Sammis. Oral English
Phelps. Debaters' Manual
Scripture. Stuttering and Lipping
Sheridan. Speaking and Writing English
Strayer. The Teaching Process
White. Character Lessons in American Biography
Whitney. The Socialized Recitation
Woodberry. Dramatization in the Grammar Grades

Minimum Requirement

The term "minimum requirement" as used in the following outline should not be misunderstood. It indicates the *least* that should be accepted as satisfactory at the end of the specified year. The average child will be able to do more than the minimum and should be required to do so. The teacher should bear in mind, however, that a little well done is better than much done in slovenly fashion.

In connection with the quantity of work suggested in the minimum requirements, the teacher should not state to the pupil that he is to

give orally or in writing a specified number of sentences in composition, as this would tend to hamper him unduly and to destroy unity. The topic assigned should be such that the child in order to cover it suitably must give at least the number of sentences suggested in the minimum requirements. An exception to the above statement may be made in the first and second grades where the teacher, to encourage the slow thinker and check the overtalkative, may make occasionally some such request as the following, "Tell me three things about your garden."

The requiring of complete statements is valuable in developing the sentence sense and in giving children of foreign extraction exercise in the use of English. An exception to this rule may be made occasionally in the interest of a quick drill exercise but such exceptions should be rare, especially in the primary grades.

The statements with regard to the elimination of speech errors do not refer exclusively to those assigned by years in the syllabus but to those errors in each grade that, after a study of the class and of the syllabus, seem to the teacher especially to need correction.

The requirement with regard to the elimination of superfluous connectives does not mean that the proper use of connectives is to be discouraged. This use will develop gradually, largely through example.

Corrective English

Errors of expression in pupils' oral work should not be permitted to occur without correction. Experience has shown that such correction should be both incidental and systematic.

Incidental correction should be constant and should be as carefully followed up in any other class as in the English class. The teacher should remember that the spoken English of young children comes solely as the result of imitation. The teacher should also keep in mind that every exercise requiring spoken language should be a lesson in English. Judgment must be exercised by the teacher as to the amount of correction made and the method of doing it. The teacher must always be on guard lest the method of correction destroy the pupil's freedom of expression or interfere with his freedom of thought. If the correction of oral English is not wisely made, a condition of self-consciousness on the part of the child is likely to arise which will defeat utterly the aim of free expression and logical thinking.

No general method of incidental correction is prescribed. When the error is made the teacher may give the correct form, the pupil

repeating it, or the teacher may at times reserve a special part of the blackboard on which to place corrected expressions, leaving them for a time for pupils to observe and think about.

Systematic correction involves drill to eliminate common errors. By such drill the attention of the pupils is fixed on correct forms. One of the purposes of drill is to form habit, and to a great extent correct speech is a matter of habit.

The difficulty of prescribing for a large number of schools a fixed list of exercises for corrective English is obvious. The character of the errors differs in various parts of the State. While care has been taken to suggest only such corrective work as can be used most generally, teachers should see to it that no time is wasted on drill where it is not needed, and at the same time they should feel free to take up any other suitable corrective work that may be more needed.

Teachers of every grade are urged to become familiar with the corrective work outline for all the other grades. If an error whose systematic correction has been assigned to a lower grade is still prevalent in any grade, it should be treated in this grade as a part of the work of the grade. Some errors require treatment throughout the entire elementary course. Prevalent errors assigned to higher grades for systematic correction should be treated incidentally whenever they occur.

COMPOSITION COURSE BY GRADES

First Year

The introductory sections on the teaching of composition and corrective English (pages 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study for this year.

*Aims**Oral**Written*

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

3 To make a beginning in securing the sentence sense; that is, to make the child feel the termination of an expressed thought.

4 To eliminate the speech errors assigned for consideration in this year.

5 To require complete statements.

There will be no written composition in the first year except as it is correlated with reading in word and sentence building, aside from the copying of occasional short sentences by the end of the year.

Minimum Requirements

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Two short, simple sentences on a familiar topic, given without direct aid, and without errors of any kind.

Sources of material:

Daily life of the child

Stories

Nature study

Picture study

Fables

Ethics, hygiene, good manners

Language games

Dramatization

Memorizing of prose and poetry

2 The recitation from memory,
with clear voice and pleasant ex-
pression, of two selections mem-
orized during the year.

Oral Composition — First Half Year

Begin oral work with conversation. Encourage spontaneous self-expression. Use topics related to child's daily experience. Later in the term use, in addition to conversation, oral reproduction of short, simple stories. (For suitable examples, see list of stories suggested for this grade.) Longer stories, involving repetition, such as "Chicken Little" and "The Gingerbread Boy," are good because they develop the sense of order while keeping up the interest by means of the successive additions. One child should not as a rule tell the whole story in reproduction. Different children should tell parts. Work for orderly arrangement of material and for an unconscious recognition of the sentence unit. There should be much dramatization of a free and informal type. The dramatization of nursery rhymes and poems should be followed by more ambitious attempts. Drill daily to correct speech defects and to improve voices.

Opportunity may be given in oral composition for the play of imagination. A child may imagine that he is a rose, an apple, a kitten, a mouse, and tell his story.

In the conversation lessons, ethics, hygiene and good manners should be taught. The lessons in good manners may be worked into games and dramatizations, and may be taught in connection with school social affairs as when visitors come to the classroom or when one grade visits another.

In correcting common speech errors, the teacher should at first simply and pleasantly substitute the correct form for the pupil's repetition. Later, drills should be given in the use of the correct expression. The type of language game illustrated in the introduction is especially effective in securing the repetition of the correct form desired.

Complete statements should be required in answer to questions, superfluous use of connectives should be discouraged, and, in every possible way, the child should be brought to recognize the sentence unit—to feel the termination of his spoken thought. To avoid monotony in sentence structure, pupils should be taught the use of question and exclamation.

When memorizing, pupils should learn the name of the selection and of its author and give these before reciting the selection. The poem or bit of prose should be presented as a whole and any unfamiliar words or expressions made clear before the memorizing begins. Expression will come in this grade largely through imitation of the teacher. Exaggerated expression in the teacher's reading is frequently advisable in order to encourage full understanding and expressive reading by the children. The victrola and pictures will help to bring out the thought. The children should feel that it is only courteous, when repeating a selection, or reciting at any time, to speak clearly and to look at the listeners.

Written Composition — First Half Year

(Written composition may be postponed entirely until the second year if desired.)

Pupils may construct words with letter cards and later, with letter or word cards, simple sentences connected with their reading lessons. These words and sentences should follow the teacher's blackboard model. Pupils should use capitals and closing marks of punctuation as in the model. They should learn to write their names.

By the end of the first half year the pupils should be familiar with the following technicalities:

1 Capitals

Beginning of sentence

Name of pupil

Word *I*

2 Punctuation

Period at end of statement

Period after middle initial of name

Oral Composition — Second Half Year

Introduction and outline for first half year should be read.

To a greater degree than in the first half, the child's observation and knowledge may be drawn upon for topics of conversation. More work in reproduction should be given. From telling short,

simple stories with a definite beginning, middle and end, the child will begin unconsciously to develop a paragraph sense. By means of perception or flash cards such as are shown in reading or number work, and by other devices, new words acquired should be kept in the child's vocabulary.

Written Composition — Second Half Year

Continue work of first half year. A sentence made with cards may be written on the blackboard by the pupil. Children may dictate sentences of a "story," which the teacher may write on the board for them to read. By the end of the year they may copy a few sentences from the blackboard on wide-spaced paper. Each child should learn to write his own name and address; for example

Harold R. Smith

1028 Main Street

Hilton, New York

By the end of the year the pupil should have learned the following technicalities:

1 Capitals

Names of persons

2 Punctuation

Question mark at end of question sentence

Types of Composition

These type compositions are merely illustrative. They should not be used in any way for classroom work.

Oral

I like to help my father. I helped him in the garden yesterday.

Little Miss Muffett was eating her supper. A spider came along. Miss Muffett was afraid. She ran away.

Mr Spencer is our postman. He wears a grey suit. He brings letters.

I have soft fur. I have sharp claws. My eyes shine in the dark. I like to eat mice. What am I?

Written

Examples of dictated and copied exercises:

1 A dog chased a cat.

The cat was afraid.

- Tom came out of the house.
 He picked up the cat.
 The dog ran away.
 2 The squirrel found some nuts.
 He hid them in a tree.

Corrective English — Grade 1

Drill upon the correct use of the following forms:

come	came	have come
do	did	have done
go	went	have gone
see	saw	have seen
give	gave	have given
sit	sat	have sat

Drill upon *there was* for *they was*; *there is* for *they is*.

Correct the use of the double negative.

Teach the order of the first pronoun as last in a series.

Drill upon the correct forms for the following:

My dog he ran.

I hadn't nothing to do.

Gimme for give me.

I seen.

Drill upon the pronunciation of *what*, *why*, *which* etc., also on *catch*, *can*, *was*, *eleven*.

It is suggested that the drill on correct word forms may often be worked out best by means of games. Suppose the teacher desires to teach the use of the first person pronoun last in a series. One child covers his eyes. Two others sitting next to each other knock lightly on their desks. The first pupil opens his eyes and asks: "John, did you and William knock on your desks?" "No, William and I did not knock on our desks." The pupil then asks, "Mary, did you and Emma knock on your desks?" "Yes, Emma and I did knock on our desks."

Guessing games may be worked out by the teacher to give drill on several of the forms listed above.

Second Year

The introductory sections on the teaching of composition and corrective English (page 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study

Note: Such an exercise may be in the nature of a continued story and need not be entirely copied at one time.

for this year. Teachers should familiarize themselves with the outline for the first grade.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

3 To require complete statements.

4 To eliminate the speech errors assigned for correction in this year and to emphasize the correct forms drilled upon in the preceding year.

5 To require equally good English in all subjects.

6 To continue the development of the sentence sense with special reference to the elimination of the superfluous use of *and, then* and *so*.

7 To inculcate the habit of preceding oral recitation by a moment's silent thought.

8 To cultivate the desire to speak well.

Written

1 To teach the technicalities of writing assigned for this year.

2 To develop the power to write correctly a few short related sentences on a familiar topic. Such writing will follow careful oral preparation. The sentence sense should carry over from oral to written composition.

3 To insist on neatness and careful arrangement.

Minimum Requirements

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Three short sentences on a familiar topic, given without errors of any kind.

2 The recitation from memory, with distinct tones and in-

1 The writing without mistake of two short, simple sentences on a familiar topic, without the teacher's direct help but under her supervision.

Oral

telligent expression, of any two selections of moderate length memorized during the year.

Written

2 The copying without mistake of a paragraph of four short sentences written on the blackboard.

Sources of material:

See first year.

Ways in which a child may be a good citizen:

a By being kind

b By being courteous

c By taking care of school property

Oral Composition — First Half Year

See outline for first year.

There should be much dramatization. (See page 65, literature section.)

Continue work in memorizing. There should be frequent opportunity for recital of selections memorized, with much attention to expression and quality of voice.

Continue language games, inventing new ones when necessary, for correction of common errors of speech. (See introduction to oral composition.) Some such corrective drill should be given every day.

When stories of any length are being reproduced, assign topics, if possible, so that one child may give the content of one paragraph or one event of a story; another that of a second and so on, thus further developing an unconscious paragraph sense. Afterward, if the story is not too long, one child may tell it all or one child may be asked to give two or three events or parts, another two more, and so on.

In this as in every other grade oral work must precede written work.

In all oral work there should be a constant effort to eliminate superfluous connectives and in every way to avoid the "run-on" sentence.

Written Composition — First Half Year

In review, children should first copy sentences suggested by reading or language lessons from the teacher's model on the blackboard. Later pupils may dictate sentences suggested by an oral exercise, to the teacher, who will write them on the blackboard. These may

be copied. If there are several sentences, the teacher should group them in paragraph form with the first word indented and they should be copied in that way.

As an extension of the work pupils may be asked to make sentences independent of a model. These may be reproductions from memory or original. The teacher should guard against incorrect spelling by writing on the board any unfamiliar word that she thinks the pupils may need. When the child has written his sentences, he should look his work over, first, for omission of words; second, for incorrect capitalization; third, for incorrect spelling.

Technicalities:

1 Arrangement

- a* One-inch margin at left of paper (ruled margin lines should not be used).
- b* One-inch indention for paragraph beginning.
- c* Heading for written papers

2 Language

a Capitals

Word *O*

Days of week

Months of year

First word of line of poetry

b Punctuation

Period after abbreviations and initials

Marks used in school heading of written papers

c Abbreviations

The state, the months used by pupils in their writing

Oral Composition — Second Half Year

Continue the work given in the first half year. The pupils should show a decided advance in coherence and in ability to keep to the topic and to observe time sequence. In this as in preceding grades the child should be given an opportunity to invent. Pictures will be an admirable aid in the oral inventive work. Only worthwhile pictures should be used. Those showing life and action are to be preferred.

There should be much reproduction. For suggestions as to the method, see introduction and the outline for first year. When pupils are arranging in logical order the parts of a story, they are taking the first step toward paragraphing.

Written Composition — Second Half Year

The written work, as in all grades, should be preceded by thorough oral preparation. At first children will copy from the blackboard their own original sentences written there by the teacher or will copy other exercises in prose or poetry assigned by the teacher. Original sentences should be on a related topic and should, with the children's help, be arranged in logical order before they are copied. In writing models on the blackboard the teacher, mindful of her example, should indent the first word of each paragraph and should indent the first word of a sentence if it is written alone and on two lines. She should be careful to indent the end of a line of poetry when the line occupies more than one line of space on the blackboard.

Wrong:

I have a little shadow that goes in and out
with me,
And what can be the use of him is more than
I can see.

Right:

I have a little shadow that goes in and out
with me,
And what can be the use of him is more than
I can see.

Later, children may write short exercises in reproduction following oral reproduction and finally original sentences on a topic previously developed. They should be aided by a suggestive word outline. Not more than four or five sentences should be required.

Very simple exercises in dictation should be given to provide drill in the use of technicalities that have been taught.

The respect for the sentence unit inculcated in the oral lessons should carry over into the written work.

Technicalities:

1 Arrangement

- a Approximate half-inch margin at the right
- b Paragraph form (learned by imitation)

2 Language

- a Capitals
- Places
- Name of school

b Punctuation

Apostrophe in possessive words in the singular number

c Abbreviations

Av., St.

Types of Compositions

These type compositions are merely illustrative. They should not be used in any way for classroom work.

Oral

I have a pet cat. My cat's name is Pedro. He has black fur.

I am round and brown and hard. There is a picture on me. There is some printing on me too. I often live in people's pockets. What am I?

I wash my teeth three times a day. I want to have good clean teeth. My toothbrush has red stripes on the back and my brother's is white. Mother bought them like that so we would not get them mixed.

Peter Rabbit was naughty. He ran into the garden. Mr McGregor caught him, but he got away. He ran home. He was sorry he was bad.

Written

I have a dog.

He follows me to school.

My name is Mary Smith. I was born in Elmsford. I am seven years old. I live in Anderson Park. I am in the second grade of the South Side School.

Corrective English — Grade 2

Drill upon the forms

lie	lay	have lain
speak	spoke	have spoken
teach	taught	have taught
ring	rang	have rung
swing	swung	have swung

Drill upon the use of *can* and *may*.

Drill upon *am, is, are, was, were*, with personal pronouns in all persons. Drill especially on *you were*.

Teach the correct use of *burst*.

Drill upon the correction of

Brung for *bring*

Et for *ate*

Drill upon the correct forms for the following:

May, Jane and I we ran.

Yes ma'm.

I dunno.

5 goes into 10 twice.

Are they any school?

Ain't got none.

He buyed some candy.

She do that.

Hurted.

Drill upon the pronunciation of *for*, *from*, *picture*, *something*, *often*, *figure*, *because*, *chimney*, *children*, and common words ending in *ing*.

Third Year

The introductory sections on the teaching of composition and corrective English (pages 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study for this year. Teachers should familiarize themselves with the outlines for preceding grades.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

3 To require complete statements.

4 To eliminate the speech errors assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

5 To require equally good English in all subjects.

Written

1 To teach the technicalities of writing assigned for this year and emphasize those taught in preceding years.

2 To develop the power to write correctly a few short related sentences in paragraph form.

3 To insist on neatness and good arrangement.

Oral

6 To continue the development of the sentence sense with special reference to the elimination of the superfluous use of *and*, *then* and *so*.

7 To inculcate the habit of preceding oral recitation by a moment's silent thought.

8 To cultivate the desire to speak well.

*Written**Minimum Requirements*

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Four short related sentences on a familiar topic arranged in logical order.

2 The recitation from memory, with distinct tones and intelligent expression, of any two selections of moderate length memorized during the year.

1 The writing without error of three short related sentences arranged in paragraph form. The work should be done without the teacher's direct help but under her supervision.

2 The copying from the blackboard without mistake of (a) a simple paragraph of five short sentences, (b) four consecutive lines of poetry selected from the course for this year.

Sources of material:

See preceding years.

Ways in which a boy or girl may be a good citizen:

- a Good citizenship at school and at home
- b Proper conduct in public places
- c Observation of safety-first rules
- d Observation of sanitary rules

Topical recitations upon subjects chosen from other studies

Picture study

Reproduction of stories and poems

Original stories and poems

Anecdotes, jokes, and riddles

Report of local events
 Dramatization
 Memorizing
 Language games

Oral Composition — First Half Year

Whenever possible, fit the oral expression lessons to special occasions; as, Columbus Day, a picnic, a circus parade, clean-up week etc. The work in language should be so planned that it is in keeping with the season of the year and with the spirit that characterizes that season.

Courtesy may be taught or emphasized by the dramatization of imaginary incidents or situations; as, child receives caller and goes to tell mother of caller's arrival, returns to tell caller whether or not mother is at home, etc.

Conduct the oral exercises economically as to time, so that each child may make his contribution. Commend the use of an effective expression or of a new word well used. Topics should be fewer and more thoroughly treated than heretofore.

Continue developing an unconscious paragraph sense in the reproduction of stories, event by event. Encourage the use of varied terms to avoid repetition. Children will begin to observe when one word is used too often. Socialize the recitation.

Only such stories should be chosen for reproduction as the children have enjoyed. If a pleasing story is too long for satisfactory reproduction by the children, the teacher may tell the less interesting parts and allow the different children to tell the interesting events. It is well, as a rule, to allow a day to elapse between the reading and reproducing of a story, so that there may be time for its discussion and resultant fixing in the children's minds.

There should be continued effort to develop and fix the sentence sense. The "run-on" sentence should not be permitted. Pupils will have begun to develop some ability to use proper transitional and connective words through imitation, but there should be no striving after long sentences. The short, accurate sentence is the only safe medium of expression in this grade. This does not mean that a child who has exceptional ability in oral expression should be discouraged.

Continue drills for correct articulation and enunciation. Give individual attention to speech defects not reached by class drill. Insist that children open their mouths well when they speak.

Written Composition — First Half Year

Continue the work in copying from the board groups of sentences based on oral composition. There should be class discussion as to orderly arrangement of such sentences. Children should consciously strive for strong opening and closing sentences.

Sentences written on the board as suggested above may be covered and used as a dictation exercise. There may be also other simple dictation exercises to test technical accuracy. These should not involve problems with which the children are not familiar.

A short story used for oral reproduction or an event of a longer story so used may be reproduced in writing. At first the sentences may be dictated by the pupils and copied from the teacher's model on the blackboard; later the children may write the story or event from a suggestive outline.

Some writing from memory should be done. When parts of poems are so written, great care should be taken to observe the proper technical arrangement of the verses. Only a small part of a poem should be assigned at a time to be written from memory, and the pupil should not attempt to write this without having previously observed a properly written model.

The "run-on" sentence should be constantly discouraged.

Technicalities:

1 Arrangement

- a Leave blank the last line on a written page
- b Leave line vacant between title and composition

2 Language

a Capitals

- Holidays
- Initials

b Punctuation

- Period after abbreviations
- Hyphen to separate syllables of a word broken at the end of the line. (Pupils should be warned *never* to divide a word unless sure of the syllables)

c Abbreviations

- Days of week
- Months that have not been already taught
- Measures used in number work

Oral Composition — Second Half Year

The work of the first half year should be continued, with some increase in difficulty. The child's vocabulary should show growth. In connection with the telling of jokes and humorous anecdotes, as an oral exercise, the sense of humor may be developed and directed. Consideration of the feelings of others should guide the child when he selects a funny story to tell.

Written Composition — Second Half Year

Continue the work of the first half year with a slight increase in difficulty in matter presented and work assigned.

Copying, dictation and writing from memory should be continued.

In connection with reproduction, words new to the class should be emphasized. They should be placed on the blackboard and pupils should be encouraged to use them in their oral and written work.

A long story containing a series of easily remembered events may be reproduced by separating the class into groups and allowing each group to write a part of the story. Outlines or guide words should be used as aids in all reproduction exercises.

The oral language stories suggested by pictures will furnish good material for original stories in writing. When the pupils have developed a topic in conversation, they may make an original written contribution to the topic. The teacher may help them by a simple outline but this does not need to be done invariably.

Very simple letters, omitting the heading, may be written if the class seems well advanced. As a first step children should copy short model letters (see fourth year).

In all spoken and written work the sentence unit should be guarded with care. The teacher should by example and illustration demonstrate to her class the proper use of subordinate and other connectives. She must bear in mind, though, that a short sentence, however choppy, is better than a "run-on" sentence.

In this and all other grades where written work is done, the pupils should examine their individual written work, first for one type of error, then for another, before handing it in.

Much use should be made of the blackboard. On some occasions, when a composition is to be written cooperatively on the blackboard, each child may write his own contributed sentence, waiting when he finishes for criticism from class and teacher. As another exercise, each child in the class may write on the blackboard two or three related sentences. Later he may give to the class the reason for each capital and punctuation mark that he has used.

Technicalities:**1 Arrangement**

- a* The salutation, body and conclusion of a friendly letter
(may be given in this grade, but not required)

2 Language*a* Capitals

Salutation and conclusion of letter (see note above)

b Punctuation

The apostrophe in contractions

- c* Abbreviations and contractions Rev., R. F. D., Co.
(county), don't, doesn't, can't, won't, hasn't, haven't,
aren't, didn't

Types of Compositions

These type compositions are merely illustrative. They are not designed to be used in any way in the classroom.

*Oral***My Doll's House**

My doll has a little house. It has a bedroom with a bureau and washstand. It has a kitchen, too. There are dishes in the kitchen.

My Dream

I dreamed I was a kite. I flew and flew up into the air. I did not have any string fastened to me. At last I bumped into a star. I was afraid of it so I flew home.

A Funny Story

Yesterday my mother was cutting bread. She was going to make sandwiches for the Grange picnic. My little brother was watching her. He said, "Why, mother, you have unloafed a whole loaf of bread."

How I Made a Calendar

I gave my mother a calendar for Christmas. I made it out of red construction paper. I cut out two little green paper Christmas trees and pasted them near the top. The calendar part was below the trees. I punched two holes above the trees and ran green ribbon through to hang it by.

*Written***The School Clock**

I am a clock. I am busy all the time. I sit up over the teacher's desk and watch the children. When they go home I am lonely.

Safety First

When I was in the second grade I used to come upstairs on the wrong side. I thought it did not matter. One day a big boy was coming down fast. He ran into me and knocked me downstairs. Now I come upstairs on the right side.

Corrective English — Grade 3

Drill on the forms

sing	sang	have sung
bite	bit	have bitten
tear	tore	have torn
buy	bought	have bought
hear	heard	have heard
take	took	have taken
give	gave	have given
begin	began	have begun

Distinguish between the use of *bring* and *fetch*, *to* and *at*, *mad* and *angry*, *mend* and *fix*, *sit* and *set*.

Drill upon the subject of sentence in answer to questions to correct such expressions as "Who did it? Me."

Drill upon the correction of such expressions as "Her and me is here."

Drill upon the use of *at* for *to* after *was* to correct such expressions as "I was to the beach."

Drill upon the use of *don't* and *doesn't* to correct such expressions as *it don't*, *she don't*, *he don't*.

Drill upon the correction of

Wanter for *want to*

Them for *those*

Slung, *trun* or *trung* for *threw*.

Drill upon the correction of the following:

Tain't no good.

He don't wants to go.

Me no got.

Hissself.

He is all better.

His'n, her'n, your'n.

Boys has.

Is we goin'?

I ain't done.

I ain't doin' nuthin' to you.

I don't hit nobody no more.
 He went an' hit me.
 She has been and took my paper.
 She didn't came.

Drill on the pronunciation of *hundred, every, umbrella, handkerchief, vegetables, apron, February, such, can't, new, across, yesterday, diamond, Tuesday.*

Fourth Year

The introductory sections on the teaching of composition and corrective English (pages 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study for this year. Teachers should familiarize themselves with the outlines for preceding grades.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To require equally good English in all classes.

3 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

4 To require complete statements.

5 To eliminate the errors in speech assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

6 To develop the sentence sense and discourage the superfluous use of *and, then* and *so*, but with a definite effort to secure proper transition as a means of increasing fluency.

Written

1 To teach the technicalities indicated for this year and emphasize those taught in preceding years.

2 To strengthen the sentence sense by the frequent writing of short paragraphs made up of short, well-constructed sentences.

3 To develop the ability to write a familiar letter.

4 To insist on neatness, proper arrangement, good penmanship and careful spelling in all written work.

Oral

7 To strive for an orderly arrangement of sentences in oral composition and for a definite beginning, middle and end.

8 To cultivate the desire to speak well.

*Written**Minimum Requirements*

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Five well-constructed sentences on a familiar topic, given without error and so arranged that if written they would form a paragraph.

2 The recitation from memory, with clear, distinct tones and intelligent expression, of any two selections of moderate length memorized during the year.

1 The writing without error of five well-constructed sentences related to a familiar topic and arranged in paragraph form. The work should be done without the teacher's direct help but under her supervision.

2 The writing without error of a short, simple, friendly letter.

Sources of material:

See third year

Good citizenship [See the outline of "The Good American" as given in *The Children's Code of Morals* by Hutchins]

Obedience, service, self-control, courtesy

Model letters

Oral Composition — First Half Year

As the work in English is cumulative, the teacher of each grade should familiarize herself with the work of the preceding grades. There should be no formal review in oral expression, but the pupils should be held responsible for what they have been taught. They should now consciously recognize the sentence as the unit of expression.

There should be much oral expression of information gained in reading and study. In connection with letter writing, to which much attention should be given in this grade, there should be oral lessons based upon the proper addressing, sealing and stamping of

an envelop, the work of the postmen and postal clerks, the dead letter office, etc. "The Experiences of a Letter" may be given orally and in writing. Read "How the First Letter Was Written" from Kipling's *Just-So Stories*.

In connection with the invention of original stories, pictures may be used as in preceding grades. A group of suggestive phrases written on the blackboard by the teacher will produce interesting results; for example, *a rainy day, a mud puddle, a little boy, a slash, a howl*; or, *an icy sidewalk, a timid old woman, a kind boy a helping hand, the woman's gratitude*.

Watch for new words and encourage their use in the pupil's vocabulary. Some drill in the use of synonyms should be given.

The sentence sense should constantly be developed. As an exercise the teacher may give, orally, a group of words, and require pupils to tell which are sentences and which are not. Pupils may make sentences by completing the incomplete groups. A game may be played in which a child gives a group of words and asks another child to tell whether or not it is a sentence and why. Pupils should be able to tell whether or not the answer is correct. For such an exercise as this the class may be divided into two competing teams.

Continue work in elimination of common errors by means of games, rhymes and drills. Posters may sometimes be used effectively to keep before the children's eyes the correct form. Give special attention to the elimination of superfluous introductory words; as, *now, why, say, listen*.

Continue vocal drill and memorizing.

Written Composition — First Half Year

See suggestions for third year. The various types of composition suggested for the third year should be continued in the fourth year with some increase in difficulty. Letter writing should be thoroughly taught at this time. A model friendly letter, short and absolutely correct, should be written upon the blackboard. After discussion of its various parts the children may copy it. After several exercises of this sort, these same letters may be dictated to the pupils to give them further drill and to test their knowledge of the form.

When the letter form has been memorized, the writing of original letters should begin. Topics supplied should be interesting and related to the life of the child.

The paragraph should be discussed in connection with some of the selections in reading. Pupils should note its form and select the topic. Their work in oral reproduction, if properly conducted, will be steadily developing the paragraph sense. They may be asked to copy short selections of more than one paragraph, observe the form, and select the topics. They should note strong opening and closing sentences and strive to secure these in their original written work.

Continue exercises in copying, dictation and writing from memory. In taking dictation pupils should not be allowed in this or any grade to form the habit of asking to have a dictated sentence repeated. Dictation exercises may be written on the blackboard and studied with special attention to difficult points. A map may be drawn down over the exercise and pupils asked to write it from the teacher's dictation. When the map is withdrawn, the pupils may examine their papers for errors and discuss these with the teacher, who will emphasize the important points in the exercise. Pupils may sometimes exchange papers for correction. Dictation for drill purposes should be given at least once a week.

In the fourth year much more of the criticism than formerly should come from the pupils. The children must learn to criticize helpfully and to accept criticism courteously and receptively.

Much use should be made of the blackboard for correction of errors in written composition. Pupils should continue writing short themes of a few sentences on the board. (See third year).

Technicalities:

1 Arrangement

a Parts of a letter

One-inch margin

One-inch indention

Begin heading and complimentary close near middle of page

Begin signature a little to the right under complimentary close

Begin second and third lines of heading a little to the right of the line above

Begin salutation one inch from edge of paper

b Superscription of an envelop

2 Language**a Capitals**

Heading, complimentary close, superscription of envelop

First word of quotation

b Punctuation

Marks used in heading and superscription

Quotation marks

Commas with direct quotation

Apostrophe in plural possessives

c Abbreviations

No., R. R., Jr., Sr., Co. (company), and any others pupils need to use.

d Contractions

Isn't, wasn't, I've, wouldn't, couldn't, and others in common use.

Oral Composition — Second Half Year

See first half year.

In addition to less formal work, one period a week should be devoted to formal talks in which the speaker should address the class. The subjects of the talks may be short stories from the literature of the grades, current events, humorous anecdotes, etc. These formal talks need not be given invariably in the English period. They offer excellent opportunity for review in geography or nature study and may be used to provide entertainment in morning exercises. The pupil must not memorize what he is to say, but may be permitted to memorize his closing sentence to prevent a weak ending. The criticism of this work should come largely from the pupils. (See introduction) Such general statements as "She did very well" or "It was a good story" should not be accepted, unless accompanied by reasons. Criticism must be definite.

Written Composition — Second Half Year

Continue the work of the first half year.

Blackboard drill in simple paragraphing should be given. Paragraphs that have been written on the blackboard may be copied.

Later the same paragraphs may be written from dictation to test the ability to note the beginning of a new paragraph.

Technicalities:

1 Language

a Capitals

In titles of all sorts

Words referring to the Deity

b Punctuation

Comma after words *yes* and *no*, when used as part of a sentence

Comma or commas with name of person addressed

c Abbreviations

Gov., Gen., Capt., Lieut., Hon., and any others needed

Types of Compositions

These type compositions are merely illustrative. They are not designed to be used in any way in the classroom.

Oral

A Polite Pony

Once I was going for a walk. I saw a pony by a house. I gave him a piece of my apple. After he had eaten it he bowed his head. I think he meant, "Thank you."

The Sahara Desert

The Sahara desert is very hot and dry. It is in the northwestern part of Africa. Some parts of the Sahara are level and other parts are rough and stony. In some places the wind blows the sand into the hills. When people go across the Sahara they travel on camels.

A Holiday Trip

On Columbus Day my father took Harry and me to Bronx Park. We took our lunch so that we could spend the day there. We walked around for a while. Then we ate our lunch in a pavilion.

After that we went to see the animals. I liked them best. We saw lions, tigers, bears, camels, elephants, and a good many other kinds.

We saw a keeper feed the lions and tigers. He gave them big pieces of meat. The lions roared. One lion was sick. He didn't eat anything. The keeper said he was very old.

A Better Speech Jingle

It makes our teacher almost faint
To hear the children saying "ain't."

Written

A Letter to a Sick Friend

28 Linton Place
Westfield, New York
May 15, 1918

Dear Harry:

We are very sorry you are sick. We miss you at school. Your mother said I might come to see you Saturday. I will bring you some oranges and the new *St Nicholas*. Perhaps Ted will come with me.

Your friend
Tom

My Favorite Story

My favorite story is *Pinocchio*. Pinocchio was a kind of wooden doll, but he could move and talk like a live boy. He was full of mischief. Once when he was naughty his nose grew very long. He had a great many adventures and trials. At last he learned to be kind and good.

Corrective English — Grade 4

Drill upon the forms

lend	lent	have lent
blow	blew	have blown
freeze	froze	have frozen
burst	burst	have burst
rise	rose	have risen
shake	shook	have shaken
drown	drowned	have drowned
go	went	have gone
shine	shone	have shone

Distinguish between

Learn and teach

Sit and set

Says and said

Drill upon

I wish, not I wisht

Different from, not different than

Somewhere, not someplace

Drill upon the use of *well* and *good*. "He did it *well*," not "He did it *good*," etc.

Drill upon the use of *to*, *too*, *two*.

Drill upon the correction of:

Fired for *threw*

They are for *there are*

Git for *get*

How much for *how many*

Clim for *climbed*

Heared for *heard*

Are for *our*

Agin for *again*

Drill upon the correction of the following:

Hadn't ought to

I have got

I got it off John

First off

Take a hold

This here and that there

Hain't got

Are youse

East from

Larger'n, longer'n

I bought me a hat.

My pen point is busted.

I told him if I could go

I'll make him take one for

I'll let him take one.

Me and him has got to go to church.

Drill on the pronunciation of *quiet*, *height*, *grocery*, *column*, *geography*, *arithmetic*, *quantity*, *learned*, *arctic*, *kettle*.

Fifth Year

The introductory sections on composition and corrective English (pages 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study for this year. Teachers should familiarize themselves with the outlines for preceding grades.

*Aims**Oral*

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To require equally good English in all classes.

3 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

4 To require complete statements.

5 To eliminate the errors in speech assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

6 To develop the sentence sense and discourage the superfluous use of *and*, *then* and *so*, but with a definite effort to secure proper transition as a means of increasing fluency.

7 To continue emphasizing orderly arrangement of sentence material with much attention to developing ability to stick to the point and to show a definite beginning, middle and end.

8 To cultivate the desire to speak well.

Written

1 To teach the technicalities assigned for this year and emphasize those taught in preceding years.

2 To insist upon neatness, good arrangement, good penmanship and correct spelling in all written work.

3 To continue developing the ability to write a simple friendly letter.

4 To develop the ability to write a short, simple business letter.

Minimum Requirements

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 A spoken paragraph of six well-constructed sentences on a familiar topic, given without error. The sentences should be arranged in logical order and the whole should show a definite beginning, middle and end.

2 The recitation from memory, with clear, distinct tones and intelligent expression, of any two selections of moderate length memorized during the year.

1 The writing without error of six well-constructed sentences arranged in paragraph form. The sentences should be in logical order and the whole should show a definite beginning, middle and end.

2 The writing without error of a short, simple, friendly or business letter.

Sources of material:

See preceding years

Good citizenship [See the outline of "The Good American" as given in *The Children's Code of Morals* by Hutchins]

Moral and physical courage

Literature, history, geography, nature study, physiology

Descriptions of pictures, persons, objects

Explanations of processes in manual training, domestic science, gardening

Reports of lectures, concerts, good moving pictures

Humorous anecdotes

Current events

Original stories and poems

Dramatizations based on history, literature, imaginary events

Biographies ("My Favorite Hero")

Arguments

Model letters and paragraphs

Oral Composition — First Half Year

In this grade as in the fourth, there should be in addition to other oral expression, one period given weekly to formal oral work. In this period the pupil should be required to speak at some length with the idea of conveying some message to his classmates. Such exercises may take the form of personal experiences, anecdotes, current events, explanations of processes used in manual training or elsewhere, topical recitations in history or geography, etc. These should be of such length that judgment can be passed upon their form, content and effectiveness. Such work should be assigned and

prepared in advance. The recitation should, when the nature of the assignment makes it possible, follow a brief suggestive outline provided by the teacher or developed from the class. The same outline may be used for the written discussion of the topic. When such an assignment as this specific one is made, children may sometimes be given a variety of pictures from which to choose. This will avoid monotony in the oral exercise.

The class of topics selected for the fifth year should not be confined exclusively to those which, in content, fall entirely within the child's experience. Some topics should be chosen which will necessitate investigation in books or elsewhere, and some must, of necessity, be developed by the teacher alone.

Children at this period of advancement are developing an interest in adventure and in heroism. The stories of heroes will be found useful for reproduction exercises and as a stimulus to effort in right lines of thought and action.

Unceasing attention should be paid to good usage. There should be careful application of all correct language forms taught in lower grades, and faithful incidental correction of language errors in all classes. Drill should be given in the use of useful idiomatic forms of expression. Corrective work must be accomplished by drill; the teacher is not expected to give detailed reasons or to base use upon a knowledge of technical grammar. Perception cards, devised by the teacher, may be used as one device for the rapid repetition of the correct form in sentences.

The daily vocal exercises should be continued with constant emphasis upon correct breathing. Emphasize the importance of opening the mouth well in speaking. This and humming evenly ("m-m-m") with the lips lightly closed will do much to correct so-called nasal tones.

Memorizing and dramatization should not accompany language lessons solely, but should frequently be a part of the work in reading or literature.

Written Composition — First Half Year

There should be a conscious effort on the part of the pupil in this year to secure in composition a definite beginning, middle and end.

An increase in the use of proper connectives should be encouraged, but the short sentence should still be the usual unit of expression. A child with marked ability in the use of English may use complex and compound sentences and should be encouraged, but the majority

of children can not attempt many long sentences with safety. Failure to recognize the beginning and end of a sentence should be regarded as a very serious error in the fifth year.

Drill in simple paragraphing should be continued (see suggestions in introduction). There should be blackboard paragraphs, dictated by pupils and copied, and selection of topics from paragraphs in literature. Pupils may write short compositions in reproduction, two or three paragraphs in length. These should follow careful oral preparation and the pupil should be guided in paragraphing his exercise by an outline developed from the class. The outline should be simple. It need not have more than two or three main topics and two or three subtopics. (See types of composition for sixth year.) The entire composition need not be written at one time.

The topics assigned for inventive themes should be so limited as not to demand more than one paragraph. Some children will apply what they have learned in reproduction lessons and will develop an assigned theme into two or more correct paragraphs. This should be permitted and commended but should not be required.

Letter writing should be continued. Subjects should be selected from the experiences of the children. Absolutely correct letter form should be required and absolutely correct paper headings should appear upon all papers.

Exercises in copying, dictation and writing from memory should be continued. Pupils should be trained to correct and revise their own themes before handing them in (see introduction).

Technicalities:

1 Arrangement

An outline with topics and subtopics. The following method is recommended. Only two headings should be used in fifth grade.

I

A

I

a

2 Language

a Capitals

Religious denominations

b Punctuation

Review

Place quotation marks about the title of a book, magazine or literary selection when it is included in a sentence.

c Abbreviations

Sec., Treas., A. M., P. M., M. D., D. D., P. S.,
Prof., and any others needed in this grade.

3 Use of dictionary and reference books

a Review of previous work with dictionary

b Arrangement in alphabetic order of words having the
first two or three letters alike

c How to use an index

Oral Composition — Second Half Year

See first half year.

There may be begun in this half year some simple, informal work in argument based upon a topic of actual interest; as, "Why we should take better care of the school property," or upon invention, as, "A captive meadow lark tells why it should be set free."

Topic sentences such as the following may be expanded into oral paragraphs:

I found a pocketbook on the street this morning.

My dog is very intelligent.

On Hallowe'en, I had an exciting experience.

My favorite hero is ———.

Later, these paragraphs may be written, though this need not be done invariably.

In dramatization the pupils may act out plays they have themselves planned. Pupils working with the teacher will sometimes evolve a very good little play, based upon some topic in history or literature.

Instruction should be given in the proper and courteous use of the telephone.

Written Composition — Second Half Year

Continue work of the first half year.

The business letter may now be taught. The same method should be used as in teaching the friendly letter (see fourth year). Letters with simple subject matter should be chosen; as, letters subscribing for a periodical or ordering some article advertised in a catalog.

Technicalities:

1 Arrangement

Parts of a business letter

2 Language

a Capitals

Political parties

b Punctuation

- (1) Colon after salutation of a business letter
- (2) Comma in a series

c Abbreviations

Any that are needed

3 Dictionary drill continued*Types of Compositions*

These type compositions are merely illustrative. They are not designed to be used in the classroom.

*Oral***Truthful Elinor**

My little sister likes to answer the telephone. One day when it rang she climbed on a chair and took down the receiver. The man said, "Is this Mr Smith's residence?" Elinor said, "No, he rents it."

My Garden

I have a fine garden this year. Father had it plowed for me. I have planted radishes, lettuce, peas, string beans and tomatoes. We have had lettuce and radishes from it. The peas are almost ready. We are going to have them for dinner on Sunday.

My Favorite Picture

In our study hall there is a large picture of "Sir Galahad" painted by Watts, an English artist. The principal figure is Sir Galahad, a young knight in armor. He is standing by his horse's head. He is looking down with a thoughtful expression. The background is a thicket or wood. The time must be near nightfall, as the picture is rather dark except for Sir Galahad's face.

*Written***A Business Letter**

89 Ridgeview Av.
White Plains, N. Y.
October 25, 1918

The Early Co.
33 East Grove St.
New York City, N. Y.

Gentlemen:

You will find inclosed a postal money order for three dollars (\$3), for which please send me *Young Folks* for one year beginning with the November number.

Yours truly
(Miss) Mary P. Snow

A Letter from My Pet Cat

27 Green Street

Hillsdale, New York

December 28, 1917

Dear Emily:

Do come home as soon as possible. I am very unhappy. Last night no one remembered to let me into the cellar and I had to sleep under the piazza. I nearly froze my paws. My plate has not been washed since you went away. Please come home. I am sure I need you more than your aunt does.

Your loving cat
Tiger

Why I Am Learning to Cook

One day when mother was away I got dinner. I thought it would be easy but it wasn't. We had canned soup, cold meat, potatoes, bread and butter, pie and coffee. Mother made the pie before she went away. I cut my finger on the soup can and burned the potatoes. Now mother is teaching me to cook.

Corrective English — Grade 5

Drill upon the forms

break	broke	have broken
choose	chose	have chosen
throw	threw	have thrown
hurt	hurt	have hurt

Drill upon *rather*, not *kind of*, *kindy*, *sort of*; *beside*, not *side of*; *would have gone*, not *would of gone*.

Distinguish between

have and *got*
among and *between*
lay and *lie*
funny and *strange*
much and *lots*
their and *there*
guess and *think*
like and *love*
an and *a*
its and *it's*

Drill upon the correct use of *cupfuls* and *cupful*.Drill upon the correct use of *real* and *very*.

Drill upon the elimination of *now* at the beginning of a sentence.

Drill upon the use of the pronoun after *than* — "taller than I."

Drill upon the correction of the following:

He broke my pencil on me.

That is all the far they went.

Bring for take

Drill upon the pronunciation of *forehead, faucet, government, hoist, poem, your, usually, introduce, history.*

Sixth Year

The introductory sections on the teaching of composition and corrective English (page 4-19) in so far as they relate to the work of this grade, are to be considered a part of the course of study for this year. Teachers should familiarize themselves with the outlines for preceding grades.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To require equally good English in all classes.

3 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

4 To require complete statements.

5 To eliminate the errors in speech assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

6 To strengthen the sentence sense and discourage the superfluous use of *and, then* and *so*, but with a definite effort to secure proper transition as a means of increasing fluency.

Written

1 To teach the technicalities assigned for this year and review those taught in preceding years.

2 To insist upon neatness, good arrangement, good penmanship and accurate spelling in all written work.

3 To secure the establishment of the sentence sense so that there may be neither "run on" sentences nor fragments written as whole sentences.

4 To continue practice in writing short familiar and business letters.

5 To require the frequent writing of short compositions based upon familiar and carefully limited topics.

*Oral**Written*

7 To continue emphasizing orderly arrangement of sentence material with much attention to developing ability to stick to the point and to show a definite beginning, middle and end.

8 To cultivate the desire to speak well.

Minimum Requirements

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Six or seven well-constructed sentences on a familiar topic, given absolutely without error, arranged in logical order and showing as a unit a definite beginning, middle and end.

2 The recitation from memory, with clear, distinct tones and intelligent expression, of any two selections of moderate length memorized during the year.

1 Six or seven well-constructed sentences, grouped in paragraphs if the nature of the subject requires, and written without error, the whole showing as a unit a definite beginning, middle and end.

The paragraph sense, as is indicated elsewhere, will have been developed gradually all through the oral and written course, but heretofore pupils will not, as a *minimum* requirement, have been asked to write more than one paragraph.

2 A short friendly or business letter, written and addressed without error.

Sources of material:

See Fifth Year.

Good citizenship

Honor, obedience, service

Book reviews

Oral Composition — First Half Year

See fifth year.

Formal talks once a week should be continued. In informal talks, the topics should not be selected solely with the aim of a lesson in

conversation. When subject matter requires preparation for oral or written work, the preparation may partake of the nature of conversation. Class discussion of a topic followed by investigation, report of pupils' investigation, and further class discussion, all belong under the head of oral expression. Stories should still be used for reproduction, but there must be much original work so that the child may learn to express his own thoughts.

As part of the formal work, book reviews may be given, with the idea of interesting the class in the books reviewed. They must be very simple and should follow some such outline as the following:

- 1 Name of book and name of author
- 2 Time and place of events
- 3 Main thought of the book
- 4 Principal characters
- 5 Speaker's opinion of the book

(For illustration, see type composition on page 57).

To train pupils to accurate attention, short articles should be read once only and the pupils required to reproduce them.

Pupils should be given an opportunity for invention. In this connection, the following devices may be used:

1 Teacher may write topics upon the board and children tell stories suggested by any one of the topics; as, an aeroplane, a deserted house, a lonely road, without money.

2 Topic sentences may be developed into paragraph; as, I shall always remember the first time I went to church; I once thought I saw a ghost; A loud scream came from the mill pond.

3 Descriptions may be given in the *Who's who game*, when the person described must be guessed by the speaker's classmates. The game should be conducted in such a way as to avoid unpleasant personalities.

Written Composition — First Half Year

In this year the establishment of the sentence sense should be completed. No pupil should be considered prepared in English for the seventh grade who frequently writes part of a sentence as a whole, or who writes "run-on" sentences with the material of several sentences weakly held together. If a class is, for any reason, weak in this subject there should be constant blackboard drill and

such other drill as was suggested in the fourth year course, to cure the weakness.

If the class has the sentence sense well developed there should be an effort to secure some variety of sentence structure, as by the use of exclamatory sentences and questions. The use of a greater variety of connectives and transition words may be encouraged.

The study of the paragraph as suggested in the fourth and fifth grades should be continued. A pupil's theme which shows the qualities of a good paragraph may well be read to the class and shown as an example. The cooperative outline (see introduction and instructions in the fifth year course) used in the oral reproduction should be the pupil's guide in written reproduction. The pupil may sometimes be required to copy the outline to help him learn its form, but this should not be done invariably if the outline can be left upon the blackboard. New or difficult words should be placed upon the blackboard to aid the writers. Words and phrases of the original story may be used by the pupils but not, as a rule, entire sentences. One such reproduction will require several periods.

Topics assigned for written invention should be so limited as to require only a short piece of writing. Such writing should, as a rule, follow oral preparation designed to provide background and to stimulate ideas and improve their expression.

Letter writing should be continued. The business letter should be emphasized in this grade. Letters should be folded and envelopes addressed.

Pupils should continue the habit of looking over their papers first for one type of error, then for another, and should correct these errors before handing in their papers.

In this as in all grades above the first, stress should be placed upon correct spelling. Words misspelled and new words needed should be thoroughly taught. (See page 16.)

Continue exercises in copying, dictation and writing from memory.

There should be much use of the blackboard in corrective and oral exercises. Paragraphs may be written on the blackboard for class observation and discussion. An occasional unpunctuated or uncapitalized selection should frequently be written on the blackboard, so that pupils may have practice in inserting marks or capitals where they belong. Each child who makes a correction should state the rule he is following.

Technicalities :**1 Language****a Capitals**

Review of all uses

b Punctuation

The broken quotation

c Abbreviations

Any needed in connection with geography or arithmetic

Those of common business usage ; as, Messrs., C. O. D., O. K., f. o. b., etc., inst., ult., do.

Oral Composition — Second Half Year

See first half year.

More and more emphasis should be placed upon the importance of organizing thought into appropriate form for oral composition. Reading lessons should be examined to determine the necessity and appropriateness of paragraphing. Topic sentences should be expanded into paragraphs orally and in writing. All this drill should tend to influence the pupil to think and recite in larger units than the single sentence, but with an unfailing regard for the sentence unit.

In this as in all grades, daily vocal drill and daily drill in the correction of common speech errors should be given.

There should be frequent recitation before the class of selections memorized. The pupils should show, as they advance in oral work, steady improvement in voice, posture and manner. Insist upon children's speaking distinctly enough to be heard unless some actual physical ailment prevents. Do not repeat pupils' statements. Expect them to make the rest of the class hear. Occasionally during an oral exercise tell the pupils that they may rise quietly when they do not understand the speaker and remain standing until he has made them hear. The teacher should listen to an oral exercise from the back of the room, and she, too, if she is seated, may rise if she can not understand what is said. To aid in self-development the class may be formed into a " Better Speech Club " (see seventh year outline).

Written Composition — Second Half Year

The work of the first half should be continued with some increase in difficulty of requirement.

Pupils should become steadily more intelligently critical of their own work and more helpfully critical of that of others. Good written exercises should be read to the class and displayed as models.

Technicalities:

- 1 Arrangement
 - Continue outlining
- 2 Language
 - a Capitals
 - Review
 - b Punctuation
 - Review
 - c Abbreviations
 - Any that are needed
- 3 Dictionary work
 - a Guide words at top of dictionary page
 - b The guide to pronunciation — diacritical key

Types of Compositions

These type compositions are merely illustrative. They are not designed to be used in any way in the classroom.

Oral

A Hard Lesson

When I was in the third grade I cut the top of my desk. I had to stay after school every night till I had sandpapered the desk all off smooth again. It took me a week. The janitor helped me the last night. He told me not to tell Miss Allan, because she wanted me to do it all myself. He said he was tired of seeing me around. I have never cut any desks since then.

Mother's Rest Day

One day in vacation my mother was very tired. She said she wished she could be quiet all day. We told her we would take something to eat and live in our wigwam till supper time. We did it and had lots of fun. We took bread and butter, cold meat, cookies and apple sauce with us. Bessie stepped in the apple sauce, by mistake, so we didn't eat that. We painted our faces with wild cherries and went barefoot. Mother was all rested when we went home for supper.

A Good Story

If you haven't read *Over the Top* by Arthur Guy Empey, you will enjoy doing so. It is the true story of a young American who

joined the British army before the United States had entered the war. He fought in the trenches for some time and was finally wounded while going "over the top." He was not able to go back into the war, but has done good work since as a writer and lecturer. I never really understood how the trenches were arranged until I read his book. The book is not sad, for the author saw the funny side whenever there was one to see. In some places in the book the English isn't very good, but the story is interesting all the way through.

Written

The Paper Race

We bought our victrola for the school by collecting newspapers and magazines and selling them. We needed to collect a great deal, so each grade tried to beat the others. The sixth grade was third from the head the last day of the collection. That morning Mr Quentin asked me to go up into the loft in his barn to get a sickle. I found stacks and stacks of papers and magazines there. I asked if I might have them. Mr Quentin thought a while and then gave them to me. I felt very proud when the sixth grade came out ahead.

A Business Letter

12 Main Street
Essex, Conn.
June 1, 1918

Messrs R. P. Cameron & Co.
525 Nassau Street
New York City

Gentlemen:

You will find inclosed a check for five dollars and twenty-five cents (\$5.25), for which kindly send me the following articles:

1 doz. tennis balls, No. QOH

1 Racket Press, No. RGR

Yours truly

John S. Leigh

Reproduction from outline

The Story of Clytie

1 Clytie and her home in the sea.

a She was a sea nymph.

b She rode in a sea shell.

c Her horses were turtles.

- 2 Clytie's trips to the shore.
 a She saw the Sun King.
 b She watched him cross the sky.
 c She came back every day to watch him.
- 3 The change in Clytie.
 a Her feet became roots.
 b Her body became a stem with leaves.
 c Her face became a flower.

The Story of Clytie

Clytie was a lovely sea nymph who lived in a cave deep down in the sea. She rode through the ocean in a sea shell chariot. Her horses were two strong turtles.

One day the turtles drew her to land. She stood on the shore and saw the Sun King go across the sky in his golden chariot. She watched him till he went down in the west. He seemed so wonderful that Clytie came back every day to watch him.

One day, as she stood on the shore looking at the Sun King her feet changed to roots. Her body changed to a stem with green leaves. Her face changed to a flower with golden petals. People named her the Sun Flower. She still watches the Sun from morning to night of every bright day in summer.

Corrective English — Grade 6

Drill upon the forms

draw	drew	have drawn
eat	ate	have eaten

If I were

If he were

Drill upon

kind of instead of *kind of a*
that (or *this*) *kind*, not *those* (or *these*) *kind*
back of, or *behind*, instead of *in back of*
almost instead of *most*
have to, not *haf to*; *must have*, not *must of*

Distinguish between

Stood and *remained*

In and *into*

Than and *then*

Empty and *spill*

Like and *as*

Borrow and lend

Let and leave

Drill upon the correction of

alongside for *beside*

elevated up for *elevated*

brother-in-law for *brothers-in-law*

Drill upon the correct forms for the following:

Misplacing of *only*

Beginning a sentence with *Why*

New beginners

Free pass

I would of known

He did not go yet

Drill upon pronunciation of *partner, chocolate, surprise, pumpkin, chestnut, radish.*

Grammar

The value of formal grammar in the elementary grades depends almost wholly upon the degree to which it aids in the teaching of oral and written composition and in the interpretation (understanding) of literature. Grammatical terminology is to be taught, only as a help in the teaching of composition; syntax, because of its bearing on correctness of expression.

One aim, in the composition work outlined for the previous years of this course, has been to develop in the pupil an ability to recognize sentences, and to aid him in acquiring a sentence sense. In the sixth year, as a beginning of the study of formal grammar, the pupil's analytic perception of the sentence should be clearly developed. He should now become expert in the recognition of sentences, and should be able to point out, without difficulty, the subjects and predicates of most sentences.

While there should be no detailed study of the parts of speech, the pupil should be taught to see or understand that all words have certain and distinct uses in sentences and may be classified in accordance with such uses. The ability to recognize the different parts of speech is of more importance than a knowledge of set definitions; but the more common grammatical terms should be used by the teacher, as a familiarity with these terms will lead to greater clearness of thinking and more accurate expression. It is recommended that such grammatical terms shall not be employed until their meaning has been acquired by the pupils by inductive teaching.

First Half Year

1 The simple sentence

a How distinguished from a mere collection of words

Drill in distinguishing between word groups that are sentences and those that are not sentences

b The essential parts of the sentence: (1) the subject, (2) the predicate

c The simple subject and the simple predicate

d Drill in the analysis of easy simple sentences. Use sentences in the inverted order as well as in the direct order

2 The noun

a Proper

b Common

3 Uses of the noun

a Simple subject

b Vocative

Note: Emphasize the fact that the vocative (direct address) is independent and not a part of either subject or predicate.

4 The pronoun and its antecedent

Note: In this grade no attention should be given to the modifications or inflections of any of the parts of speech.

5 The verb and the verb phrase

Note: It is suggested that in the beginning not more than one auxiliary word be used and the parts of the verb be not separated.

Second Half Year

1 The adjective

Note: The spelling of the possessive may be reviewed and its use as an adjective referred to.

2 The adverb

3 The prepositional phrase and the preposition. The prepositional phrase used as

a An adjective

b An adverb

Drill upon the substitution of adjective phrases for adjectives and adverbial phrases for adverbs and vice versa.

4 The conjunction taught in connection with

a The compound subject

b The compound predicate

Drill upon the use of the conjunction as a connective for adjectives, adverbs and phrases.

5 The interjection

Note: If the teacher desires, the classification of sentences according to use may be taken up. The pupils may be expected to be somewhat familiar with this classification from their work in composition. Call attention to the relation existing between the interjection and the exclamatory sentence.

6 The analysis of easy sentences containing compound subjects or compound predicates. Use only sentences containing a limited number of modifiers. Do not use sentences containing more than two phrases

7 Give pupils practice in building sentences from each day's work

LITERATURE — GRADES 1 TO 6

Children should very early in life be introduced to the study of good literature through stories and poems suited to their age. Upon entering school many have already gained a knowledge of some bits of verse, rhymes and simple stories. These they have enjoyed and they are therefore anxious to add to their store. A point of contact of home with school life is readily found in these experiences. Every year the child should increase his enjoyment of both verse and story through wider association with it and should receive valuable additions to his growing stock of literary ideas.

The aim of all teachers should be primarily to awaken in every child a love for suitable literature and stimulate his appreciation of it by wise suggestion. Each teacher should do her part to widen the experience of every child in her grade with the best in literature within his understanding. Through good stories handed down from countless generations, through the reading and memorizing of many beautiful poems, it is possible for every teacher to give the children in her care what is their birthright from the world's rich inheritance of good literature.

The literature presented to children in the elementary schools should be wisely chosen from the best writers. In order to accomplish the great aim in teaching literature which centers in awakening the imagination of the child to a fuller appreciation of the beauties in Nature and a clearer idea of the meaning of the great lessons of life the literature must be of good literary quality, must be ethically sound, must be suited to the child's interests in some measure, and must be varied in scope. Through variety and broad scope of the literature selected it is possible to widen the avenues of approach to rich fields where the child may gain a breadth of experience which will give to him higher standards of living and wiser principles of action.

Story-telling. G. Stanley Hall says, "Of all the things that a teacher should know how to do, the most important, without any exception, is to be able to tell a story."

Because of the great abundance of story-telling material and large number of story-books now on the market, the matter of the selection of the best stories to tell to children of varying ages is made more difficult and in order to maintain a uniform high degree of suitability and excellence of story-telling material, the suggestive story list by grades has been found advisable. Through the

use of the story list for all grades it is possible for teachers to make a wiser selection of the stories which they tell. It enables the teacher to know the story experience of each new class and thus to avoid waste in story-telling through too great repetition of a few stories. She has plenty of fresh, untouched and interesting material for presentation in her own class.

In any grade it is a good plan to review some of the reading of the previous grades. Every teacher should acquaint herself as far as possible with the reading for all grades and should be able to supplement her list with other literature of good quality, provided it does not appear on any of the lists of the following grades.

In preparing this list, a careful study of story material has been made. Only stories of some merit have been placed on it. Some have been selected because of the stimulating character of content; some because they belong to the child as a part of his race inheritance; others because of the beauty of the language in which they are written; many in the lower grades especially, because they picture familiar scenes of child life and so furnish interesting material for exercises in oral language work. Some have been selected because of their dramatic possibilities and a few because of their appeal to humor, a native instinct of the child which should be encouraged and developed.

The list contains some stories from all fields, nature, folk lore, fairy lore, history and fiction, and thereby gives the child their composite value.

The teacher should keep in mind that this list is only *suggestive*. It is not intended that all the stories on this list be given, nor is it advisable to give *only* these stories.

Methods of story-telling. Every teacher should be well prepared in the art of story-telling. It is necessary that she familiarize herself with the principles governing the selection and adaptation of stories. She should also acquaint herself thoroughly with the best collections of children's stories.

Children will appreciate the story to whatever degree the teacher shows her efficiency in story-telling. It is, therefore, necessary for her to tell her stories well if she is to accomplish her aim in the teaching of literature to little children.

Some books that will help the teacher to become a more efficient story teller are: *Stories and Story Telling*, by E. P. St John, Pilgrim Press; *How to Tell Stories*, by S. C. Bryant, Houghton;

The Art of the Story Teller, by M. L. Shedlock, D. Appleton & Co.; *Story Telling*, by E. Lyman, A. C. McClurg & Co.

One of the real problems of the teacher is to inspire in the pupils a desire to participate in the retelling of the story. The story-telling exercise should be a happy one; therefore, the method should be informal. No such drill in the retelling of the stories should be given as is likely to kill the spirit of the exercise. A story should not be retold by the children until they are thoroughly familiar with all the facts of the story and are ready to tell it. When children wish to participate in the retelling of the stories they should be allowed to do so, since it increases their enjoyment of the story. Children will show their responsiveness to the teacher's efforts in the story-telling work, by asking for the story over and over again. Thus every teacher is given a test and should profit through her daily practice in story-telling.

Dramatization. The dramatization lesson aims, first, to make clearer to the children the pictures of the story and thus give them a clearer comprehension of the story; second, to develop the imaginative powers of the children; third, to cultivate a greater power of spontaneous expression and help in the mastery of self-consciousness; and, fourth, to give greater relaxation and thereby increase the child's appreciation of the story.

All work in dramatization should be spontaneous and free. There should be no formal work, particularly in the lower grades, unless for a special occasion. A particular part should not be permanently assigned to any child. As many children as is practicable should be asked to help in playing the story. The materials used in the dramatization should be very simple in order to encourage the use of the imaginative powers of the children as fully as possible. Although the occasional use of simple materials may be a source of interest and pleasure, it should be remembered that there is no real need of such aid.

Children should be encouraged to give the conversation of the story quite fully, in order to make the mental pictures more vivid and the situation more real.

Poetry. In constructing the part of the syllabus relating to poem work, the purpose has been to make it richly suggestive but at the same time not so detailed as to destroy the originality and life of a teacher's work. The aim has been to give great variety in the poetry study. In the many miscellaneous poems and in the poems of the grade poet, a broad field is opened to every teacher in which

she may browse about and choose what is best and most inspiring for herself and her pupils. In no grade should the poetry study be confined to the work of one poet. The poets studied are only those who hold a significant place in literature. The miscellaneous list in a way limits the teacher to her own field but gives an opportunity for variety.

Methods of presenting poetry. It is well to read to the children many poems of the author and through the teacher's presentation of these poems interest the children in the poet. Later allow the children with the help of the teacher to choose the poems to be read and studied. Pupils may then memorize the poems or parts of poems which they like best. In general, the poems to be memorized should be chosen by the pupils with the guidance of the teacher.

Individual rather than concert recitation of the poems memorized is urged. While the whole class should be held responsible for knowing the poems, individual recitations of the poem as a whole or by suitable units is advisable since it makes it possible for the child to keep the spirit of the poem even in a drill exercise.

The facts of the author's life need not be memorized. The teacher should help her children to get an appreciation of the author through the study of his poems. She can well point out the thoughts and ideals through the study of the poems and thereby develop an understanding of the life and spirit of the poet. When this has been done, some of the more interesting facts of the author's life may be presented.

Do not have the children write poems from memory merely for the sake of drill exercises in punctuation and capitalization, nor should poetry be used too frequently as a basis of written composition work.

Valuable suggestions in the teaching of poems may be obtained from *Teaching of English*, by Percival Chubb, Macmillan; chapter 12, *Teaching of English*, by Paul Klapper, Appleton; *Teaching Poetry in the Grades*, by G. D. Haliburton and Naomi Smith, Houghton; chapter 5, *How to Teach*, by Strayer and Norseworthy, Macmillan.

Children's reading. Children should form the habit of library reading very early in their school life. The teacher can do much in interesting the children of her grade in reading good books. The responsibility for forming the child's habit of reading and enjoying wholesome literature rests largely with the teacher in the elementary schools.

In the first two grades many of the children have not yet attained sufficient skill in the mechanics of reading to enjoy silent reading. They must therefore get their appreciation of literature through the teacher's presentation of interesting poems and stories. An introduction to literature and a beginning in the library habit can be made through handling books and looking at the pictures. Children who can read should of course be encouraged to do so.

Careful attention must be given to the selection of the books for the children's first reading, in order to make certain their enjoyment to the fullest possible extent, of the literature read. Since the primary aim in this work is appreciation, it does not seem advisable in any grade to base written work too frequently on the library reading. In all grades the children should be encouraged to read as many books from the assigned reading list as is possible. A minimum of three books selected from the list of books assigned for the children's reading for the grade in the literature section, should be required.

First Grade — First Half Year

A considerable number of the poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 *Stories suitable for reproduction and dramatization by the pupils*

- Bryant, S. C. Three Bears. (How to Tell Stories). Houghton
 Bailey & Lewis. Little Red Hen. (For the Children's Hour). Milton
 Bradley
 Bannerman, Helen. Little Black Sambo. (Little Black Sambo). Reilly
 & Britton
 Wiggin & Smith. Gingerbread Boy. (Tales of Laughter). Doubleday
 Bailey, C. S. Queer Company. *(Firelight Stories). Milton Bradley
 Wiggin & Smith. Pancake. *(Tales of Laughter). Doubleday
 Bailey, C. S. Lambikin. (Firelight Stories). Milton Bradley
 Hoxie, J. L. Wee, Wee Woman. (Kindergarten Stories). Milton Bradley
 Wiggin & Smith. Old Woman and Her Pig. *(Tales of Laughter).
 Doubleday
 Wiggin & Smith. Lion and the Mouse. *(Tales of Laughter). Doubleday
 Wiggin & Smith. Three Billy Goats Gruff. *(Tales of Laughter).
 Doubleday
 Richards, L. E. Pig Brother. (Pig Brother and Other Stories). Little
 Coe, F. E. Chicken Little. (First Book of Stories). Houghton

- Poulsson, Emilie.** Santa Claus and the Mouse. (In the Child's World). Milton Bradley
Bryant, S. C. Raggylug. (How to Tell Stories). Houghton
Jacobs, Joseph. Tom, Tit, Tot. (English Fairy Tales). Putnam
Bryant, S. C. Dog and the Kitty Cats. (Stories to Tell the Littlest Ones). Houghton
Bailey, C. S. Henny Penny. (For the Children's Hour). Milton Bradley

2 Poems to be memorized

a Miscellaneous poems

- Anon.** Kind Hearts. (Primary Recitations). Penn
Bangs. Elf Man. (Home Book of Verse). Holt
Blake, William. Lamb. (Open Sesame, v. 1). Ginn
Brown, K. L. Little Plant. (Primary Recitations). Penn
Brown, A. F. I know. (Riverside First Reader)
Brown, A. F. Dressmaking. (Riverside Second Reader)
Sherman, F. D. Bees. (Little Folk Lyrics). Houghton
Smith, S. F. America (two verses). (Poems of American Patriotism). Page
Taylor, Jane. Twinkle. Twinkle Little Star. (Selections for Memorizing). Ginn
Hugo, Victor. Good Night. (Open Sesame, v. 1). Ginn

b Grade poet, Robert Louis Stevenson

- | | |
|----------------|------------------------|
| Time to Rise | Whole Duty of Children |
| At the Seaside | Where Go the Boats |
| The Cow | A Good Play |
| Autumn Fires | Bed in Summer |
| Singing | Rain |

3 Poems to be read to the children

- Cary, Phoebe.** They Didn't Think. (Ballads for Little Folks). Houghton
Cary, Phoebe. Suppose. (Ballads for Little Folks). Houghton
Cooper, George. Come Little Leaves. (Pinafore Palace). Doubleday
Child, L. M. If Ever I See. (Nature in Verse). Silver
Peabody, J. P. Making a House. (Selections for Memorizing). Silver
Rossetti, C. G. City Mouse and the Country Mouse. (Home Book of Verse). Holt
Rossetti, C. G. Who Has Seen the Wind? (Home Book of Verse). Holt
Stevenson, R. L. Lamplighter. (Child's Garden of Verse). Various editions.
Stevenson, R. L. Land of Nod. (Child's Garden of Verse). Various editions.
Taylor, Jane. I Love Little Pussy. (Home Book of Verse). Holt
Taylor, Jane. Thank You, Pretty Cow. (Posy Ring). Houghton
Rhymes. Three Little Kittens. (Werner's Readings, v. 6). Werner
 Robin Redbreast. (Approved Selections for Reading, v. 1). Hinds
 Little Bopeep. (Poems by Grades: primary). Scribner

First Grade — Second Half Year

1 Stories suitable for reproduction and dramatization

- Wiggin & Smith.** Three Little Pigs. *(Tales of Laughter). Doubleday
Poulsson, Emilie. Crane Express. (In the Child's World). Milton Bradley
Bailey, C. S. Teeny, Tiny Lady. *(Firelight Stories). Milton Bradley
Bryant, S. C. Little Half Chick. (Stories to Tell). Houghton
Wiggin & Smith. Musicians of Bremen. (Tales of Laughter). Doubleday

- Bailey, C. S. Little Boy Who Found His Fortune. (Firelight Stories). Milton Bradley
 Coe, F. E. Little Red Riding Hood. (First Book of Stories). Houghton
 Hoxie, J. L. Little Long Tail. (Kindergarten Stories). Milton Bradley
 Poulsson, Emilie. How Patty Gave Thanks. (In the Child World). Milton Bradley
 Bailey, C. S. Mrs Santa Claus. *(For the Children's Hour). Milton Bradley
 Coe, F. E. Jack and the Beanstalk. (First Book of Stories). Houghton
 Lindsay, Maud. Little Gray Pony. (Mother Stories). Milton Bradley
 Bailey, C. S. The Hen Who Went to High Dover. (For the Children's Hour). Milton Bradley
 Grimm, J. L. K. & W. K. The Straw, the Coal and the Bean. (Fairy Tales). Various editions
 Bailey, C. S. First Easter Eggs. (For the Children's Hour). Milton Bradley
 Bailey, C. S. Elf and the Dormouse. (For the Children's Hour). Milton Bradley
 Bailey, C. S. Legend of the Dandelion. (For the Children's Hour). Milton Bradley
 Williston, T. P. First Rabbits. (Japanese Fairy Tales, v. 2). Rand.
 Lindsay, Maud. Dumpy, the Pony. (More Mother Stories). Milton Bradley

2 Poems to be memorized

a Miscellaneous poems

- Bates, C. D. Who Likes the Rain? (Nature in Verse). Silver
 Carney, J. A. T. Little Things. (Open Sesame, v. 1). Ginn
 Coolidge, Susan. How the Leaves Came Down. (Nature in Verse). Silver
 Dodge, M. Mapes. A Plump Little Girl to a Thin Little Bird. (Merrill Second Reader)
 Macdonald, George. Baby. (Open Sesame, v. 1). Ginn
 Richard, S. B. They Were
 Rossetti, C. G. Swallow. (Recitations for Assembly and Classroom). Macmillan
 Sherman, F. D. Dewdrop. (Little Folks Lyrics). Houghton
 Sherman, F. D. Daisies. (Little Folks Lyrics). Houghton
 Watts, Isaac. How Doth the Little Busy Bee. (Nature in Verse). Silver

b Grade poet, Robert Louis Stevenson

Thought	Foreign Children
System	Happy Thought
Swing	Marching Song
Wind	Sun's Travels
Looking Forward	Land of Counterpane

3 Poems to be read to the children

- Brown, A. F. Friends. (Home Book of Verse for Young Folks). Holt
 Dodge, M. M. Snowflakes. (American Anthology). Houghton
 Field, Eugene. Rock-a-bye-Lady. (Eugene Field Book). Scribner
 Nesbit, Edith. Baby Seed Song. (Posy Ring). Houghton
 Rossetti, C. G. Hurt No Living Thing. (Approved Selections for Reading, v. 2). Hinds
 Rossetti, C. G. Boats Sail on the Rivers. (Approved Selections, v. 1). Hinds
 Selected. How to Get a Breakfast
 Stevenson, R. L. Foreign Lands. (Child's Garden of Verse). Scribner
 Sherman, F. D. Flying Kite. (Little Folks Lyrics). Houghton
 Woodworth, F. C. Snowbird. (Nature in Verse). Silver

4 Books for children's reading in the first grade

Adelborg, Ottilia. Clean Peter. Longmans
 Bannerman, Helen. Little Black Sambo. Reilly
 Baum, L. F. Father Goose. Bobbs
 Burgess, Gelett. Goops and How to be Them. Stokes
 Greenaway, Kate. Mother Goose. Warne
 Greenaway, Kate. Under the Windows. Warne
 Grover, E. O. Sunbonnet Babies. Rand
 Hale, L. P. Peterkin Papers. Houghton
 Lang, Andrew. Nursery Rhymes. Warne
 Lucas, E. V. Four and Twenty Toilers. McDevit-Wilson
 Perkins, L. F. The Dutch Twins Primer. Houghton
 Potter, Beatrix. Tale of Peter Rabbit. Saalfeld.
 Potter, Beatrix. Tale of Tom Kitten. Warne
 Potter, Beatrix. Tale of Benjamin Bunny. Warne
 Rackham. Mother Goose. Scribner
 Sage, Betty. Rhymes of Real Children. Duffield
 Smith, Gertrude. Arabella and Araminta Stories. Small
 Smith, E. B. Chicken World. Putnam
 White, E. O. When Molly Was Six. Houghton
 Wright, B. F. Mother Goose Series. Rand

5 Suggested material for the use of the teacher

Bailey, C. S. Firelight Stories. Milton Bradley
 Bailey, C. S. For the Children's Hour. Milton Bradley
 Bailey, C. S. Tell me Another Story. Milton Bradley
 Brown, A. F. Pocket Full of Posies. Houghton
 Blake, William. Songs of Innocence. Lane
 Bryant, S. C. How to Tell Stories. Houghton
 Bryant, S. C. Stories to Tell. Houghton.
 Bryant, S. C. Stories to Tell to the Littlest Ones. Houghton
 Coe, F. E. First Book of Stories. Houghton
 Grimm, J. W. L. & W. K. Fairy Tales. Various editions
 Hoxie, J. L. Kindergarten Stories. Milton Bradley
 Lindsay, Maud. Mother Stories. Milton Bradley
 Martin, W. C. Storytellers Magazine. Storytellers
 Poulsson, Emilie. In the Child's World. Milton Bradley
 Sherman, F. D. Little Folk Lyrics. Houghton
 Stevenson, R. L. A Child's Garden of Verses. Various editions
 Wiggin & Smith. Tales of Laughter. Doubleday
 Wiggin & Smith. Pinafore Palace. Doubleday
 Williston, T. P. Japanese Fairy Tales, v. 2. Rand

Second Grade—First Half Year

A considerable number of the poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 Stories for reproduction and dramatization

- Bryant, S. C. Epaminondas. *(Stories to Tell.) Houghton
 Bryce, C. T. The Lazy Raccoon. *(That's Why Stories). Newson
 Bryce, C. T. Why Turtles Stay near the Water. *(That's Why Stories).
 Newson
 Little Steam Engine. (Riverside Second Reader). Houghton
 Bryant, S. C. Little Jackal and the Alligator. (Stories to Tell). Hough-
 ton
 Babbitt, E. C. Golden Bowl. *(Jataka Tales). Century
 Howells, W. D. Pumpkin Glory. (Christmas Every Day). Harper
 Grimm, J. W. L. & W. K. Shoemaker and the Elves. (Fairy Tales).
 Various editions
 Perrault, Charles. Cinderella. (Fairy Tales). Estes
 Bryant, S. C. When Peter Rabbit Had the Earache. (Stories to Tell the
 Littlest Ones). Houghton
 Hoxie, J. L. Brownies. (Kindergarten Stories). Milton Bradley
 Hoxie, J. L. Froggy's Adventure. (Kindergarten Stories). Milton
 Bradley
 Hoxie, J. L. Timothy's Shoes. (Kindergarten Stories). Milton Bradley
 Hoxie, J. L. Dunny. (Kindergarten Stories). Milton Bradley
 Skinner, E. L. Hillman and the Housewife. (Merry Tales). Amer.
 Book Co.
 Poulsson, Emilie. Thrifty Squirrel. (In the Child's World). Milton
 Bradley
 Coe, F. E. Hare and the Tortoise. (First Book of Stories). Houghton
 Andersen, H. C. Five Peas in a Pod. (Fairy Tales). Various editions
 Olcott, F. J. Little Piccola. (Good Stories for Great Holidays). Hough-
 ton
 Babbitt, E. C. Monkey and the Crocodile. (Jataka Tales). Century

2 Poems to be memorized

a Miscellaneous poems

- Anon. Little by Little.
 Blake, Shepherd. (Book of Verse for Children). Holt
 Coleridge, S. T. He Prayeth Best. Rime of the Ancient Mariner (Book
 of Famous Verse). Houghton
 Douglas, Marian. Song of the Bee. (Nature in Verse). Ginn
 Field, Eugene. Japanese Lullaby.
 Follen, E. L. Runaway Brook. (Poems by Grades: primary). Scribner
 Riley, J. W. Extremes. (Book of Joyous Children). Scribner
 Rossetti, C. G. How many Seconds? (Selections for Memorizing). Silver
 Smith, S. F. America, four verses (review). (Poems of American Patriot-
 ism). Page
 Stevenson, R. L. My Shadow. (Child's Garden of Verse). Various
 editions

b Grade poet, Frank Dempster Sherman

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|------------------|----------------|
| Robin's Apology | The Snowbird |
| The Rose's Cup | Ghost Fairies |
| Smiles and Tears | The Four Winds |
| Elfin Lamps | The Clouds |

3 Poems to be read to the children

- Cary, Phoebe. Envious Wren. (Ballads for Little Folks). Houghton
 Cary, Phoebe. Chicken's Mistake. (Ballads for Little Folks). Houghton
 Gould, S. B. Child's Evening Prayer. (Victorian Anthology). Houghton
 Herford, Oliver. Elf and the Dormouse. (Handbook of Verse). Holt
 Miller, E. H. Hang Up the Baby's Stocking.

Mulock. Christmas Carol. (Open Sesame, v. 1). Ginn
Poulssohn, Emilie. Chickens in Trouble. (Pinafore Palace). Doubleday
Sherman, F. D. Real Santa Claus. (Little Folk Lyrics). Houghton
Tennyson, Alfred. Sweet and Low. ("Princess," nature in Verse). Ginn

Second Grade — Second Half Year

1 *Stories suitable for reproduction and dramatization*

Scudder, H. E. Honest Woodman. (Fables and Folk Stories). Houghton
Wiggin & Smith. Golden Goose. (Tales of Laughter). Doubleday
Bryant, S. C. Little Jackal and the Camel. (Stories to Tell). Houghton
Bailey, C. S. Legend of the Great Dipper. (For the Children's Hour).
 Milton Bradley
Poulssohn, Emilie. First Thanksgiving. (In the Child's World). Milton
 Bradley
Evans, L. B. Little Gray Lamb. (Worth While Stories). Milton Bradley
Holbrook, F. Why the Evergreen Trees Keep Their Leaves. (Nature
 Myths). Houghton
Bryant, S. C. How Brother Rabbit Fooled the Whale. (Stories to Tell).
 Houghton
Evans, L. B. Puss in Boots. (Worth While Stories). Milton Bradley
Bailey, C. S. Mrs Santa Claus. (For the Children's Hour). Milton
 Bradley
Bailey, C. S. What Broke the China Pitcher. (For the Children's Hour).
 Milton Bradley
Bailey, C. S. Stone in the Road. (For the Children's Hour). Milton
 Bradley
Bailey, C. S. Legend of the Woodpecker. (For the Children's Hour).
 Milton Bradley
Bailey, C. S. How the Robin's Breast Became Red. (For the Children's
 Hour). Milton Bradley
Lang, Andrew. Hop O' My Thumb. (Blue Fairy Book). Longmans
Owen, M. A. How the Bluebird Came to be Blue. (Voodoo Tales).
 Putnam
Richards, L. E. About Angels. (Golden Windows). Little
Grimm, J. W. L. & W. K. Little Two Eyes. (Fairy Tales). Various
 editions
Bailey, C. S. Clytie. (For the Children's Hour). Milton Bradley
Bryant, S. C. Cock, Mouse and the Little Red Hen. (Stories to Tell).
 Houghton

2 *Poems to be memorized*

a Miscellaneous poems

Alexander, C. F. All Things Bright and Beautiful. (Posy Ring). Houghton
Kingsley, Charles. Lost Doll from "Water Babies." (Open Sesame, v. 1).
 Ginn
Lord Houghton. Lady Moon. (Open Sesame, v. 1). Ginn
Peabody, J. P. Journey. (Selections for Memorizing). Silver
Sherman, F. D. Little Leaves at Play. (Lyrics for Little Folks). Hough-
 ton
Sherman, F. D. Golden Rod. (Lyrics for Little Folks). Houghton
Smith, W. H. Child's Prayer.
Smith, S. F. America, four verses. (Poems of American Patriotism). Page
Tabb, J. B. Tax Gatherer. (Golden Numbers). Houghton
Tennyson, Alfred. Winter. (Listening Child). Macmillan

b Grade poet, Eugene Field

Sugar Plum Tree
Duel
Wynken, Blynken and Nod
Nightwind
Good Children Street

3 Poems to be read to the children

Cary, Alice. Three Bugs. (Ballads for Little Folks). Houghton
Child, L. M. Who Stole the Bird's Nest. (Nature in Verse). Silver
Field, Eugene. Shut-Eye Train. (Eugene Field Book). Scribner
Longfellow, H. W. Hiawatha's Childhood. (Book of Verse for Children). Holt
Lear, Edward. Owl and the Pussy Cat. (Open Sesame, v. 1). Ginn
Anon. Raindrops' Ride. (Poetry by Grades: primary). Scribner
Rand, W. B. Wonderful World. (Posy Ring). Houghton
Stedman, E. C. What the Winds Bring. (Posy Ring). Houghton
Tennyson, Alfred. Little Birdie. ("Sea Dreams"; Open Sesame, v. 1). Ginn

Thaxter, Celia. Scarecrow. (Stories and Poems for Children). Houghton

4 Books suggested for children's reading

Baldwin, James. Fairy Stories and Fables. Amer. Book Co.
Brooks, Dorothy. Stories of Red Children. Educational
Brown, A. F. Pocket Full of Posies. Houghton
Cox, Palmer. Brownies: Their Book. Century
Craik, D. M. (Mulock). Fairy Book. Various editions
Dodge, M. M. Baby Days. Century
Dodge, M. M. When Life is Young. Century
Fox, F. C. Indian Primer. Amer. Book Co.
Godolphin, Mary. Aesop's Fables. Burt
Grover, E. O. Kitties and Cats. Houghton
Grover, E. O. Overall Boys. Rand
Holbrook, Florence. Hiawatha Primer. Houghton
Hopkins, W. J. Indian Book. Houghton
Hopkins, W. J. Sandman. Page
Jackson, H. M. H. Letters from a Cat. Little
Johannot, James. Friends in Feathers and Fur. Amer. Book Co.
Johnson, Clifton. Fairy Tale Bears. Houghton
Lang, Andrew. Jack the Giant Killer. Longmans
Perrault, Charles. Sleeping Beauty in Fairy Tales. Dent
Lang, Andrew. Snow Man and Other Stories. Longmans
Lucia, Rose. Peter and Polly in Spring. Amer. Book Co.
May, Sophie. Little Prudy. Lothrop
Peabody, J. P. Book of the Little Past. Houghton
Perkins, L. F. Eskimo Twins. Houghton
Potter, Beatrix. Tale of Pigling Bland. Warne
Smythe, E. L. Reynard the Fox. Amer. Book Co.
Stevenson, R. L. Child's Garden of Verses. Various editions
Scudder, H. E. Book of Fables. Houghton
Sherman, F. D. Little Folk Lyrics. Houghton
Wiggin & Smith. Pinafore Palace. Doubleday
Readers suitable to the grade and any good collection of verse

5 Suggested material for the use of the teacher

Anderson, H. C. Fairy Tales. Various editions
Bailey, C. S. For the Children's Hour. Milton Bradley
Bailey, C. S. Tell Me Another Story. Milton Bradley
Bryant, S. C. Stories to Tell. Houghton

Bryant, S. C. Stories to Tell the Littlest Ones. Houghton
Bryce, C. T. That's Why Stories. Newson
Cabot, E. L. Ethics for Children. Houghton
Coe, F. E. *First Book of Stories. Houghton
Field, Eugene. Love Songs of Childhood. Scribner
Field, Eugene. With Trumpet and Drum. Scribner
Field, Eugene. Lullaby Land. Scribner
Grimm, J. W. L. & W. K. Fairy Tales, Lucas edition. Doubleday
Jacobs, Joseph. Fairy Tales. Putnam
Peabody, J. P. Book of the Little Past. Houghton
Perrault, Charles. Tales of Mother Goose. Heath
Perrault, Charles. Once Upon a Time.
Richards, L. E. Golden Windows. Little
Scudder, H. E. Fables and Folk Stories. Houghton
Skinner, E. L. Merry Tales. Amer. Book Co.
Grimm, J. W. L. & W. K. House in the Wood. Warne
Wiggin & Smith. Tales of Laughter. Doubleday

Third Grade — First Half Year

A considerable number of the poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 *Stories to be used for reproduction and dramatization*

Mulock, D. M. Adventure of a Brownie. Various editions
Holbrook, Florence. Arachne. (Nature Myths). Houghton
Bailey, C. S. Old Man Rabbit's Thanksgiving Dinner. (For the Story Teller). Milton Bradley
Cooke, F. J. Why the Sea Is Salt. (Nature Myths). Flanagan
Goodlander, M. R. Snow White and Rose Red. (Fairy Plays for Children). Rand
Bailey, C. S. Little Hannibal's Christmas. (For the Story Teller). Milton Bradley
Bailey, C. S. Little Rabbit who Wanted Red Wings. (For the Story Teller). Milton Bradley
Williston, T. P. Wonderful Teakettle. (Japanese Fairy Tales, v. 1). Rand
Bailey, C. S. Hansel and Gretel. (Stories Children Need). Milton Bradley
Evans, L. B. Dick Whittington and His Cat. (Worth While Stories). Milton Bradley
Andersen, H. C. Ugly Duckling. (Fairy Tales). Various editions
Andersen, H. C. Brave Tin Soldier. (Fairy Tales). Various editions
Harris, J. C. Tar Baby. ("Uncle Remus", His Songs and His Sayings). Appleton
Hoxie, J. L. Fish or Frogs. (Kindergarten Stories). Milton Bradley
Lindsay, Maud. Dust Under the Rug. (Mother Stories). Milton Bradley
Stewart, Mary. David the Shepherd Boy. *(Tell Me a True Story). Revell
Skinner, E. L. Fishing Party. *(Merry Tales). Amer. Book Co.
Bailey, C. S. Rich Goose. *(For the Children's Hour). Milton Bradley

Bailey, C. S. Little Lad of Long Ago. *(For the Children's Hour). Milton Bradley

Bailey, C. S. Narcissus. *(For the Children's Hour). Milton Bradley

2 Poems to be memorized

a Miscellaneous poems

Aldrich, T. B. Marjorie's Almanac. (Nature in Verse). Silver

Brown, K. L. Dandelion. (Nature in Verse). Silver

Bjornson, B. Tree. (Nature in Verse). Silver

Cary, Phoebe. Don't Give Up. (Ballads for Little Folks). Houghton

Hogg, James. Boy's Song. (Nature in Verse). Silver

Jackson, H. H. September. (Nature in Verse). Silver

Peabody, J. P. Fir Tree.

Riley, J. W. Song. (Graded memory selections). Educational

Tabb, J. B. Brook Song.

Tennyson, Alfred. Snow Drops. (Poems by Grades: primary). Scribner

b Grade poet, Lucy Larcom

Brown Thrush

Rivulet

Calling the Violet

If I Were a Sunbeam

Berrying Song

Sing-Away, Bird

3 Poems to be read to the children

Butts, M. F. Winter Night. (Posy Ring). Houghton

Field, Eugene. Jest 'fore Christmas. (Eugene Field Book). Scribner

Gould, H. F. Jack Frost. (Posy Ring). Houghton

Hamilton. Chestnut Burr.

Hereford, Oliver. Thanksgiving Fable. (Posy Ring). Houghton

Howitt, Mary. Fairies of the Caldron Low. (Posy Ring). Houghton

Kipling, Rudyard. Pussy and Binkie. (Stories and Poems Every Child Should Know). Houghton

Riley, J. W. Boy's Mother. (Treasury of American Verse). Stokes

Wordsworth, William. Pet Lamb. (Open Sesame, v. 1). Ginn

Third Grade—Second Half Year

1 Stories to be used for reproduction and dramatization

Richards, L. E. Buttercup Gold. (Five Minute Stories). Estes

Skinner, E. L. Li'l Hannibal. (Merry Tales). Amer. Book Co.

Perrault, Charles. Sleeping Beauty. (Fairy Tales). Various editions

Saxe, J. G. Peasant Truth. (Riverside Third reader). Houghton

Wiggin & Smith. Bruce and the Spider. (Tales of Laughter). Doubleday

Bryant, S. C. Golden Cobwebs. (How to Tell Stories). Houghton

Barrie, J. M. Peter Pan. Barse

Williston, T. P. Woodcutter's Sake. (Japanese Fairy Tales, v. 1). Rand

Goodlander, M. R. Snow White and the Seven Dwarfs. (Fairy Tales and Plays). Rand

Harrison, Elizabeth. Discontented Mill Window. (In Storyland). Central

Harrison, Elizabeth. Princess on the Glass Hill. (Elson Third Reader). Scott

Carpenter, E. J. Pandora. (Hellenic Tales). Little

Jacobs, Joseph. Three Wishes. (More English Fairy Tales). Putnam

Cabot, E. L. Lincoln's Kindness to Animals. (Ethics for Children) Houghton

Harris, J. C. Brother Rabbit's Story. (Riverside Third Reader). Houghton

Bailey, C. S. Queer Baker. (Stories Children Need). Milton Bradley
Williston, T. P. Tongue Cut Sparrow. (Japanese Fairy Tales, v. 1).
Rand

Bailey, C. S. Frog Prince. (Stories Children Need). Milton Bradley
Skinner, E. L. How Olaf Brought the Brownie to Blednock. (Merry
Tales). Amer. Book Co.

Evans, L. B. Boyhood of George Washington. (Worth While Stories).
Milton Bradley

2 Poems to be memorized

a Miscellaneous poems

Brooks, Phillips. O Little Town of Bethlehem. (American Anthology).
Houghton

Cary, Alice. November. (Ballads for Little Folks). Houghton

Emerson, R. W. Fable. (Posy Ring). Houghton

Field, Eugene. Night Wind. (Graded Memory Selections). Educational

Hereford, Oliver. A Thanksgiving Fable. (Posy Ring). Houghton

Shakspeare, William. Greenwood Tree. ("As You Like It," Open Sesame,
v. 1). Ginn

Sherman, F. D. Shadows. (Little Folks Lyrics). Houghton

Setoun, Gabriel. World's Music. (Book of Verse for Children). Holt

Scollard, Clinton. Fraidie Cat. (Selections for Memorizing). Silver

b Grade poet, James Whitcomb Riley

Brook Song

Sudden Shower

Yellow Bird

*Raggedy Man

Winter Fancies

Pansies

*Little Orphan Annie

No Boy Knows

3 Poems to be read to the children

Allingham, William. Robin Redbreast. (Open Sesame, v. 1). Ginn

Child, L. M. Thanksgiving Day. (Nature in Verse). Silver

Moore, C. C. Visit from St Nicholas. (Open Sesame, v. 1). Ginn

Longfellow, H. W. Hiawatha's Hunting. (Song of Hiawatha Poems).
Houghton

Riley, J. W. *Circus Day Parade. (Riley Child Rhymes). Bowen

Setoun, Gabriel. Jack Frost. (Book of Verse for Children). Holt

Thomas, E. M. Talking in Their Sleep. (Pieces for Every Occasion).
Hinds

Thaxter, Celia. Piccola. (Stories and Poems for Children). Houghton

Vandergrift, Margaret. Sandman. (Posy Ring). Houghton

Wordsworth, William. Alice Fell. (Children's Garland). Macmillan

4 Books suggested for children's reading

Babbitt, E. C. Jataka Tales. Century

Baldwin, James. Fairy Stories and Fables. Amer. Book Co.

Baldwin, James. Another Fairy Reader. Amer. Book Co.

Barrie, J. M. Peter Pan. Barse & Hopkins

Bigham, M. A. Merry Animal Tales. Little

Baum, L. F. Wonderful Wizard of Oz. Bobbs

Bryce, C. T. That's Why Stories. Newson

Burgess, T. W. Old Mother West Wind. Little

Carryl, C. E. Davy and the Goblin. Houghton

Collodi, Charles. Adventures of Pinocchio. Various editions

Deming, E. W. Little Indian Folk. Stokes

Dutton, M. B. In Field and Pasture. Amer. Book Co.

*The poems marked with an asterisk may be used for individual recitation only. It is not
advisable to allow children to memorize the dialect poems to any great extent. The teacher may
read these poems to the children for their enjoyment during the study of the poet.

- Eggleston, Edward. Great Americans for Little Americans. Amer. Book Co.
- Finley, W. L. Little Bird Blue. Houghton
- Foley, J. W. Boys and Girls. Hoskins
- Goldsmith, Oliver. History of Little Goody Two Shoes. Various editions
- Greenaway, Kate. Marigold Garden. Warne
- Holbrook, Florence. Book of Nature Myths. Houghton
- Jacobs, Joseph. Aesop's Fables. Macmillan
- Lang, Andrew. Little Red Riding Hood. Longmans
- Lucia, Rose. Peter and Polly. Amer. Book Co.
- May, Sophie. Little Prudy's Sister Susie. Caldwell
- Miller, O. T. Little Folks in Feathers and Fur. Dutton
- Morley, M. W. Bee People. McClurg
- Page, T. N. Tommy Trot's Visit to Santa Claus. Scribner
- Peabody, J. P. Book of the Little Past. Houghton
- Perkins, L. F. Japanese Twins. Houghton
- Perkins, L. F. Belgian Twins. Houghton
- Pyle, Katharine. Nancy Rutledge. Little
- Pyle, Katharine. Christmas Angel. Little
- Pyle, Katharine. Joyous Story of Toto. Little
- Pyle, Katharine. Pig Brother and Other Stories. Little
- Roadknight, Mrs. Old-fashioned Rhymes. Longmans
- Scudder, H. E. Book of Folk Stories. Houghton
- Snedden, G. S. Docas, the Indian Boy. Heath
- Shaw, E. R. Big People and Little People of Other Lands. Amer. Book Co.
- Schwartz, J. A. Five Little Strangers. Amer. Book Co.
- Williston, T. P. Japanese Fairy Tales, v. 1 and 2. Rand
- Wiggin & Smith. Tales of Laughter. Doubleday
- Wiggin & Smith. Story Hour. Houghton
- Good readers suited to the grade

5 Suggested material for the use of the teacher

- Bailey, C. S. For the Story Teller. Milton Bradley
- Bailey, C. S. For the Children's Hour. Milton Bradley
- Bailey, C. S. Stories Children Need. Milton Bradley
- Grimm, J. W. L. & W. K. Fairy Tales. Various editions
- Harris, J. C. Nights with Uncle Remus. Houghton
- Harrison, Elizabeth. In Storyland. Central
- Jacobs, Joseph. English Fairy Tales. Putnam
- Jacobs, Joseph. More English Fairy Tales. Putnam
- Judd, M. C. Wigwam Stories. Ginn
- Lucas, Elizabeth. Andersen's Fairy Tales. Dutton
- Kelly, Myra. Little Citizens. Doubleday
- Kipling, Rudyard. Kipling Reader. Appleton
- Lang, Andrew. Blue Fairy Book. Longmans
- Pratt, M. L. Stories of Colonial Children. Educational
- Pratt, M. L. Legends of Red Children. Amer. Book Co.
- Perrault, Charles. Fairy Tales. Various editions
- Richards, L. E. Golden Windows. Little
- Riley, J. W. Book of Joyous Children. Scribner
- Riley, J. W. Child Rhymes. Bowen
- Scudder, H. E. Book of Legends. Houghton
- Sherman, F. D. Little Folk Lyrics. Houghton
- Skinner, E. L. Merry Tales. Amer. Book Co.
- Stewart, Mary. Tell Me a True Story. Revell
- Tileston, M. W. Children's Treasure Trove of Pearls. Little
- Tileston, M. W. Child's Harvest of Verse. Little
- Wiggin & Smith. Tales of Laughter. Doubleday
- Wiggin & Smith. Posy Ring. Houghton

Fourth Grade — First Half Year

A considerable number of poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 *Stories to be used for reproduction*

- Slosson, A. T. Shut-up Posy. (Story Tell "Lib"). Scribner
 Bryant, S. C. Pied Piper. (How to Tell Stories). Houghton
 Baldwin. King Alfred and the Cakes. (Fifty Famous Stories). Amer. Book Co.
 Baldwin. King Alfred and the Beggar. (Fifty Famous Stories). Amer. Book Co.
 Baldwin. Cornelia's Jewels. (Fifty Famous Stories). Amer. Book Co.
 Bailey, C. S. Golden Touch. (Stories Children Need). Milton Bradley
 Bailey, C. S. Greenwood Hunter.
 Bailey, C. S. Robin Hood and Little John
 Bailey, C. S. How Robin became an Outlaw.
 Skinner, E. L. Robert of Huntington. (Tales and Plays of Robin Hood). Amer. Book Co.
 Skinner, E. L. Hans Who Made the Princess Laugh. (Riverside Third Reader). Houghton
 Francillon, R. E. Apollo and the Laurel. (Gods and Heroes). Ginn
 Kipling, Rudyard. Elephant's Child. (Stories and Poems Every Child Should Know). Houghton
 Kipling, Rudyard. How the Camel Got His Hump. (Stories and Poems Every Child Should Know). Houghton
 Baldwin, James. William Tell. (Fifty Famous Stories). Amer. Book Co.
 Baldwin, James. Grace Darling. (Fifty Famous Stories). Amer. Book Co.
 Francillon, R. E. Pan and Apollo. (Gods and Heroes). Ginn
 Baldwin, James. Gold in the Orchard. (Fifty Famous Stories). Amer. Book Co.
 Olcott, F. J. Wooden Shoes of Little Wolff. (Good Stories for Great Holidays). Houghton
 Olcott, F. J. Little Harweda or the Magic Prison. (Riverside Fourth Reader). Houghton

2 *Poems to be memorized*

a Miscellaneous poems

- Allingham, William. Fairies. (Book of Famous Verse). Houghton
 Browning, Robert. Year's at the Spring. (Poems You Ought to Know) Revell
 Dickinson. I'll Tell You How the Sun Rose.
 Field, Eugene. Blue Pidgeon. (Poems). Scribner
 Jackson, H. H. October. (Nature in Verse). Silver
 Key, F. S. Star Spangled Banner. (Open Sesame, v. 1). Ginn
 Lowell, J. R. Fountain. (Open Sesame, v. 1). Ginn

Miller, E. H. Bluebird. (Posy Ring). Houghton
 Nesbit, E. Little Brown Brother.
 Rossetti, C. G. There's Nothing Like the Rose. (Posy Ring). Houghton

b Grade poet, Henry W. Longfellow

Village Blacksmith	Rain in Summer
Children's Hour	Windmill
Arrow and the Song	Hiawatha's Sailing

3 Poems to be read to the children

Carroll, Lewis. Lobster Quadrille. (Posy Ring). Houghton
 Cooper, George. Bob White. (Poetry of the Seasons). Silver
 Fields, J. T. Owl Critic. (American Wit and Humor). Page
 Howitt, Mary. Birds in Summer. (Posy Ring). Houghton
 Longfellow, H. W. April Day. (Arbor Day Manual). Bardeen
 Longfellow, H. W. Hiawatha's Fishing. (Song of Hiawatha Poems).
 Houghton
 Longfellow, H. W. Hiawatha's Friends. (Song of Hiawatha Poems).
 Houghton
 Lowell, J. R. Singing Leaves. (Golden Numbers). Houghton
 Saxe, J. G. King Solomon and the Bees. (Golden Numbers). Houghton
 Thaxter, Celia. Christmas in Norway.

Fourth Grade—Second Half Year

1 Stories to be used for reproduction

Skinner, E. L. Robin Hood and Friar Tuck. (Tales and Plays of Robin Hood). Amer. Book Co.
 Skinner, E. L. Robin Hood and Allan-a-dale. (Tales and Plays of Robin Hood). Amer. Book Co.
 Mabie, H. W. Balder the Beautiful. (Norse Stories). Dodd
 Mabie, H. W. Jason and the Golden Fleece. (Norse Stories). Dodd
 Mabie, H. W. How Thor Found His Hammer. (Norse Stories). Dodd
 Mabie, H. W. Burning of the Rice Fields. (Riverside Third Reader).
 Houghton
 Lang, Andrew. Ali Baba and the Forty Robbers. (Arabian Nights).
 Longmans
 Lang, Andrew. Aladdin and his Magic Lamp. (Arabian Nights). Longmans
 Olcott, F. J. Bell of Atri. (Good Stories for Great Holidays). Houghton
 Andersen, H. C. Flax. (Fairy Tales). Various editions
 Bailey, C. S. Little Lad of Long Ago. (For the Children's Hour). Milton
 Bradley
 Evans, L. B. Race with the Flood. (Worth While Stories). Milton
 Bradley
 Thompson-Seton, Ernest. Origin of the Bluebird. (Wood Myth and Fable). Century
 Eastman, C. A. Badger and the Bear. (Smoky Day's Wigwam Evenings).
 Little
 Eastman, C. A. Raccoon and the Bee Tree. (Smoky Day's Wigwam Evenings). Little
 Friary & Stebbins. Sunken City. (Sunken City and Other Stories).
 Little
 Alden, R. M. Knights of the Silver Shield. (Why the Chimes Rang and Other Stories). Bobbs
 Lang, Andrew. Enchanted Horse. (Arabian Nights). Longmans
 Evans, L. B. Betty Zane. (Worth While Stories). Milton Bradley
 Dasent, G. W. East of the Sun and West of the Moon. (Popular Tales from the Norse). Putnam

2 Poems to be memorized

a Miscellaneous poems

- Browning, E. B. Child's Thought of God. (Open Sesame, v. 1). Ginn
 Carman, Bliss. Daisies. (Home Book of Verse). Holt
 Loveman, Robert. April Rain. (Home Book of Verse). Holt
 Moore. Morning Hymn.
 Nesb't. Song of the Flag.
 Shakspeare, William. Under the Greenwood Tree. (Open Sesame, v. 1). Ginn
 Tabb, J. B. Fern Song. (Posy Ring). Houghton
 Tate, Nahum. While Shepherds Watched Their Flocks. (Open Sesame, v. 1). Ginn
 Wordsworth, William. To a Butterfly. (Listening Child). Macmillan

b Grade poet, Celia Thaxter

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| Sandpiper | Robin's Rain Song |
| Wild Geese | The Scarecrow |
| Spring | Nikolina |
| March | The Sparrows |

3 Poems to be read to the children

- Bryant. Planting of the Apple Tree. (Golden Number). Houghton
 Carroll, Lewis. Walrus and the Carpenter. (Book of Verse for Children). Holt
 Cone, H. G. Fairy Tale.
 Cary, Phoebe. Leak in the Dike. (Best Selections, v. 5). Penn
 Kipling, Rudyard. Camel's Hump. (Golden Staircase Poems). Putnam
 Southey, Robert. Inchcape Rock. (Poetry for Children). Houghton
 Tennyson, Alfred. Winter. (Listening Child). Macmillan
 Trowbridge, J. T. Evening at the Farm. (Golden Numbers). Houghton
 Westwood, Thomas. Little Bell. (Open Sesame, v. 1). Ginn
 Whittier, J. G. Red Riding Hood. (Graded Memory Selections). Educational
 Wordsworth, William. We Are Seven. (Golden Numbers). Houghton

4 Books suggested for children's reading

- Baldwin, James. Fifty Famous Stories. Amer. Book Co.
 Baldwin, James. Thirty Famous Stories. Amer. Book Co.
 Brown, A. F. Lonesomest Doll. Houghton
 Brown, H. D. Little Miss Phoebe Gay. Houghton
 Browne, Francis. Granny's Wonderful Chair. McLoughlin
 Barrie, J. M. Peter Pan in Kensington Gardens; illus. by Rackham. Scribner
 Bayliss, Clara. Lalomi, the Little Cliff Dweller. Public School
 Burnett, F. H. Editha's Burglar. Estes
 Burnett, F. H. Sara Crewe. Scribner
 Burt, M. E. Poems Every Child Should Know. Doubleday
 Carroll, Lewis. Alice in Wonderland. Various editions
 Carroll, Lewis. Through the Looking Glass. Various editions
 Carter, M. H. Stories of Brave Dogs. Century
 Crommelin. Famous Legends. Century
 DeFoe, Daniel. Robinson Crusoe. Various editions
 Deming, E. W. Indian Child Life. Stokes
 Dopp, K. E. Early Cave Men. Rand
 Dopp, K. E. Tree Dwellers. Rand
 Foster & Cummings. Asgard Stories. Silver
 Grimm, J. W. L. & W. K. Household Stories. Various editions
 Hale, E. E. Arabian Nights. Ginn
 Harris, J. C. Little Mr Thimblefinger. Houghton

Harraden, Beatrice. Things Will Take a Turn. Altemus
 Hawthorne, Nathaniel. Wonder Book. Various editions
 Henderson, A. C. Andersen's Best Fairy Tales. Rand
 Jackson, H. H. Letters from a Cat. Little
 Jacobs, Joseph. English Fairy Tales. Putnam
 Jacobs, Joseph. More English Fairy Tales. Putnam
 Judd, M. C. Wigwam Stories. Ginn
 Kingsley, Charles. Water Babies. Various editions
 Kipling, Rudyard. Just So Stories. Doubleday
 Lang, Andrew. Blue True Story Book. Longmans
 Mabie, H. W. Norse Stories. Dodd
 Macdonald, George. Princess and the Goblin. Lippincott
 Maeterlinck, Georgette. Bluebird for Children. Silver
 Mulock, D. M. Little Lame Prince. Various editions
 Otis, James. Toby Tyler. Harper
 Perkins, L. F. Eskimo Twins. Houghton
 Perkins, L. F. Japanese Twins. Houghton
 Purdy, N. S. Four-Leaf Clover. Small
 Perrault, Charles. Fairy Tales. Various editions
 Richards, L. E. Five Little Mice. Estes
 Valentine, L. J. Aunt Louisa's Book of Fairy Tales. Warne
 Warren, M. L. Manabozha, the Great White Rabbit. Rand
 Wiggin, K. D. Fairy Ring. Gresset
 Wiggin, K. D. Story of Patsy. Houghton
 Wiggin, K. D. Magic Casements. Gresset
 Foster & Cummings. Osgard Stories. Silver
 Forty Famous Fairy Tales. Putnam
 Good readers suited to the grade

5 *Suggested material for the use of teachers*

Bailey, C. S. For the Story Teller. Milton Bradley
 Bailey, C. S. Stories Children Need. Milton Bradley
 Baldwin, James. Fifty Famous Stories. Amer. Book Co.
 Bryant, S. C. How to Tell Stories. Houghton
 Klapper, F. T. Teaching English. Appleton
 Eastman, C. A. Smoky Day's Wigwam Evenings. Little
 Francillon, R. E. Gods and Heroes. Ginn
 Haliburton & Smith. *Teaching Poetry in the Grades. Houghton
 Houghton, L. S. Telling Bible Stories. Scribner
 Kipling, Rudyard. Just So Stories. Doubleday
 Longfellow, H. W. Poems. Houghton
 Lovejoy, M. I. Poetry of the Seasons. Silver
 Lovejoy, M. I. Nature in Verse. Silver
 Lucas, E. V. Book of Verses for Children. Holt
 Olcott, F. J. Good Stories for Great Holidays. Houghton
 Shedlock, M. L. Art of the Story Teller. Appleton
 Slosson, A. T. Story Tell "Lib." Harper
 Stewart, Mary. Tell Me a True Story. Revell
 Tappan, E. M. Old, Old Story Book. Houghton
 Thaxter, Celia. Poems. Houghton
 Wiggin & Smith. Posy Ring. Houghton
 Wyche, R. T. Some Great Stories and How to Tell Them. Newson

Fifth Grade — First Half Year

A considerable number of the poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the

pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 *Stories to be used for oral reproduction*

- Richards, L. E. *Golden Windows*. (Golden Windows). Little
 Shedlock, M. L. *Hafiz, the Stone Cutter*. (Art of the Story Teller).
 Appleton
 Lyman, Edna. *Solomon, Come to Judgment*. (Story Telling). McClurg
 Bryant, S. C. *Billy Beg and His Bull*. (How to Tell Stories). Houghton
 Alden, R. M. *Why the Chimes Rang*. (Why the Chimes Rang and Other
 Stories). Bobbs
 Alden, R. M. *Brook in the King's Garden*. (Why the Chimes Rang and
 Other Stories). Bobbs
 Alden, R. M. *Hunt for the Beautiful*. (Why the Chimes Rang and Other
 Stories). Bobbs
 Alden, R. M. *In the Great Walled Country*. (Why the Chimes Rang and
 Other Stories). Bobbs
 Mabie, H. W. *How Odin Brought the Mead*. (Norse Stories). Dodd
 Andersen, H. C. *Wild Swans*. (Fairy Tales). Various editions
 Shedlock, M. L. *Two Frogs*. (Art of the Story Teller). Appleton
 Warren, M. L. *Robin Hood and the Queen*. (Robin Hood). Rand
 Bailey, C. S. *Nahum Prince*. (Stories Children Need). Milton Bradley
 Evans, L. B. *Antonio Canova*. (Worthwhile Stories). Milton Bradley
 Stockton, F. R. *Old Pipes and the Dryad*. (Fanciful Tales). Scribner
 Stewart, Mary. *Story of Joseph*. (Tell Me a True Story). Revell
 Warren, M. L. *King Arthur Stories*. (King Arthur). Rand

2 *Poems to be memorized*

a Miscellaneous poems

- Cunningham, Allen. *Sea Song*. (Golden Numbers). Houghton
 Deans, F. D. *Landing of the Pilgrims*. (Heroic Ballads). Ginn
 Holmes, O. W. *Old Ironsides*. (Golden Numbers). Houghton
 Jackson, H. H. *Down to Sleep*. (Golden Numbers). Houghton
 Longfellow, H. W. *Builders*. (Graded Memory Selections). Educational
 Milton, John. *Evening in Paradise*. (Golden Numbers). Houghton
 Preston, M. J. *First Thanksgiving Day*. (Poems of American History).
 Houghton
 Southey, Robert. *Night*. (Golden Numbers). Houghton

b Grade poet, John Greenleaf Whittier

- | | |
|-------------------|---------------------------------|
| Barefoot Boy | Snow Bound (first five stanzas) |
| Barbara Frietchie | In School Days |
| Corn Song | Red Squirrel |
| Valuation | Huskies |

3 *Poems to be read to the children*

- Carryl, C. E. *Cruise of the Window Blind*. (Nonsense Anthology).
 Scribner
 Cowper, William. *Nightingale and the Glow Worm*. (Poetry of the
 Seasons). Silver
 Holmes, O. W. *Opening of the Piano*. (Poems). Houghton
 Longfellow, H. W. *Paul Revere's Ride*. (Poems). Houghton
 Phelps, E. S. *Did You Speak?*
 Riley, J. W. *Out to Old Aunt Mary's*. (Riley Child Rhymes). Bowen
 Saxe, J. G. *Blind Man and the Elephant*. (Poems). Houghton
 Taylor, Bayard. *Night with a Wolf*. (Golden Numbers). Houghton

Fifth Grade — Second Half Year

1 *Stories to be used for reproduction*

- Warren, M. L. King Arthur Stories. (King Arthur and His Knights). Rand
 Martin, W. C. The Winning of a Sword. (Story of King Arthur). Storytellers
 Martin, W. C. Sir Gareth, the Kitchen Boy
 Martin, W. C. The Quest of the Holy Grail
 Martin, W. C. The Adventure of Launcelot of the Lake
 Martin, W. C. Death of King Arthur
 Lanier, Sidney. A Great Feast and a Great Battle. (Story of King Arthur). Scribner
 Shedlock, M. L. Arthur in the Cave. (Art of the Story Teller). Appleton
 Bailey, C. S. Kingly Children. (Stories Children Need). Milton Bradley
 Bryant, S. C. Nightingale. (How to Tell Stories). Houghton
 Scudder, H. E. Flying Dutchman. (Book of Legends). Houghton
 Bailey, C. S. Princess and the Pea. (Stories Children Need). Milton Bradley
 Bailey, C. S. Cowherd Brother. (Stories Children Need). Milton Bradley
 Bailey, C. S. The Greedy Shepherd. (Stories Children Need). Milton Bradley
 Baldwin, James. Horatius at the Bridge. (Fifty Famous Stories). Amer. Book Co.
 Stewart, Mary. David and Goliath. (Tell Me a True Story). Revell
 Wyche, R. T. Beowulf, who Conquered the Dragon. (Some Great Stories). Newson
 Dasent, G. W. True and Untrue. (Popular Tales from the Norse). Putnam
 Tappan, E. M. Columbus Discovers America. (Old World Heroes). Houghton
 Evans, L. B. St George and the Dragon. (Worthwhile Stories). Milton Bradley
 Jacobs, Joseph. King John and the Abbot of Canterbury. (More English Fairy Tales). Putnam

2 *Poems to be memorized**a Miscellaneous poems*

- Howe, J. W. Battle Hymn of the Republic. (Golden Numbers). Houghton
 Keats, John. Morning. (Poetry of the Seasons). Silver
 Kingsley, Charles. Farewell. (Golden Numbers). Houghton
 Lamb, Charles. Housekeeper. (Golden Numbers). Houghton
 Longfellow, H. W. Psalm of Life. (Poems). Houghton
 Pierpont. Warren's Address. (Golden Numbers). Houghton
 Shakspeare, William. Good Name in Man or Woman. (Open Sesame, v. 1). Ginn
 Swett, S. M. Blue Jay. (Posy Ring). McClure
 Tennyson, Alfred. Christmas. (Household Book of Poetry). Appleton
 Wordsworth, William. Written in March. (Analytical Elocution). Amer. Book Co.

b Grade poet, Robert Burns

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|-------------|---------------------|
| Sweet Afton | To a Mountain Daisy |
| Bannockburn | Auld Lang Syne |

3 *Poems to be read to the children*

- Browning, Robert. Pied Piper. (Golden Numbers). Houghton
 Cowper, William. John Gilpin. (Poetry for Children). Houghton
 Johnson, Ben. Noble Nature. (Golden Numbers). Houghton

Morris, G. P. Woodman. Spare that Tree. (Golden Poems). McClurg
 Moore, Thomas. Minstrel Boy. (Golden Numbers). Houghton
 Riley, J. W. Knee Deep in June. (Choice Readings). McClurg
 Sir Patrick Spens. Old Ballad. (Golden Numbers). Houghton
 Tennyson, Alfred. Charge of the Light Brigade. (Golden Numbers).
 Houghton
 Trowbridge, J. T. Charcoal Man. (Choice Readings). McClurg
 Whittier, J. G. How the Robin Came. (Poems). Houghton

4 Books suggested for children's reading

Alcott, L. M. Under the Lilacs. Little
 Baldwin, James. Hero Tales Told in School. Scribner
 Baldwin, James. Old Stories of the East. Amer. Book Co.
 Baldwin, James. Gulliver's Travels Retold. Amer. Book Co.
 Baylor, F. C. Juan and Juanita. Houghton
 Bull, J. B. Fridtjof Namsen. Heath
 Burks, F. W. Barbara's Philippine Journey. World Book Co.
 Burnett, F. H. Little Lord Fauntleroy. Scribner
 Carpenter, E. J. Hellenic Tales. Little
 Church, A. J. Illiad for Boys and Girls. Macmillan
 Church, A. J. Odyssey for Boys and Girls. Macmillan
 DeFoe, Daniel. Robinson Crusoe. Various editions
 Eastman, C. A. Wigwam Evenings. Little
 Ewing, J. H. Jackanapes. Various editions
 Gueber, H. A. Legends of the Middle Ages. Amer. Book Co.
 Gordy, W. F. Stories of American Explorers. Scribner
 Hale, L. P. Peterkin Papers. Houghton
 Hart, A. B. Colonial Children. Macmillan
 Hawthorne. Tanglewood Tales. Various editions
 Holland, R. S. Historic Boyhoods. Jacobs
 Holland, R. S. Historic Girlhoods. Jacobs
 Kipling, Rudyard. Jungle Books. Doubleday
 Lagerlof, S. O. L. Wonderful Adventures of Nils. Doubleday
 Lang, Andrew. Story of Joan of Arc. Dutton
 Lang, Andrew. Tales of Troy and Greece. Longmans
 Lansing, M. F. Life in the Greenwood. Ginn
 Lucas, E. V. Old Fashioned Tales. Stokes
 McFee, L. N. Little Tales of Common Things. Crowell
 Martin, G. M. Abbie Ann. Century
 Otis, James. Toby Tyler. Harper
 Page, T. N. Two Little Confederates. Scribner
 Peabody, J. P. Old Greek Stories. Houghton
 Perkins, L. F. Cave Twins. Houghton
 Perkins, L. F. Irish Twins. Houghton
 Pier, A. S. Boys of St Timothy's. Scribner
 Pyle, Howard. King Arthur and His Knights.* Scribner
 Pyle, Katherine. Nancy Rutledge. Little
 Scollard, Clinton. Boy's Book of Rhymes. Browning
 Saunders, M. M. Beautiful Joe. Amer. Baptist
 Sewell, Anna. Black Beauty. Various editions
 Seton-Thompson, Ernest. Lobo, Rag and Vixen. Scribner
 Seton-Thompson, Ernest. Wild Animals I Have Known. Scribner
 Spyri, Johanna. Heidi. Various editions
 Starr, Frederick. American Indians. Heath
 Stoddard, W. O. Little Smoke. Appleton
 Tappan, E. M. When Knights Were Bold. Houghton
 Tabb, J. B. Child Verse.* Small
 Wiggin, K. D. Bird's Christmas Carol. Houghton
 Wiggin, K. D. Timothy's Quest. Houghton
 Wiggin & Smith. Golden Numbers. Doubleday

Wiggin & Smith. *Arabian Nights Entertainments.* Scribner
Wyss, J. D. *Swiss Family Robinson.* Various editions
 Good readers suited to the grade

5 *Suggested material for the use of teachers*

Alden, R. M. *Why the Chimes Rang and Other Stories.* Bobbs
Andersen, H. C. *Fairy Tales.* Various editions
Bailey, C. S. *Stories Children Need.* Milton Bradley
Bryant, S. C. *How to Tell Stories.* Houghton
Burns, Robert. *Poems.* Houghton
Dasent, G. W. *Popular Tales from the Norse.* Putnam
Evans, L. B. *Worthwhile Stories.* Milton Bradley
Lanier, Sidney. *Boy's King Arthur.* Scribner
Lyman, E. *Storytelling.* McClurg
Mabie, H. W. *Norse Stories.* Dodd
Macleod, Mary. *King Arthur and His Knights.* Burt
Marshall, H. E. *Stories of Beowulf.* Dutton
Pyle, Howard. *Merry Adventures of Robin Hood.* Scribner
Ragozin, Z. A. *Tales of Heroic Ages.* Putnam
Scudder, H. E. *Book of Legends.* Houghton
Shedlock, M. L. *Art of the Storyteller.* Appleton
Stevenson, B. E. *Days and Deeds, a Book of Verse.* Doubleday
Stevenson, B. E. *Days and Deeds, a Book of Prose.* Doubleday
Stewart, Mary. *Tell Me a True Story.* Revell
Tappan, E. M. *Poems and Rhymes, v. 9, Children's Hour.* Houghton
Warren, M. L. *King Arthur and His Knights.* Rand
Wordsworth, William. *Poems.* Houghton
Wyche, R. T. *Some Great Stories and How to Tell them.* Newson

Sixth Grade — First Half Year

A considerable number of the poems in the following lists should be read to the pupils and three poems should be memorized each half year from the lists indicated for this purpose. As far as possible the poems should be chosen in such a way as to familiarize the pupils with various writers of poetry for little children. Special emphasis may well be placed upon the grade poet.

The books starred are especially recommended for this grade.

1 *Stories to be used for reproduction*

Martin, W. C. *The Adventures of Tristram.* (Story of King Arthur). Storyteller
Martin, W. C. *Adventures of Geraint with the Sparrow Hawk.* (Story of King Arthur). Storyteller
Martin, W. C. *Coming of Galahad.* (Story of King Arthur). Storyteller
Martin, W. C. *Passing of Arthur.* (Story of King Arthur). Storyteller
Bryant, S. C. *Fulfilled, Legend of Christmas Eve.* (How to Tell Stories). Houghton
Bailey, C. S. *Robert of Sicily.* (Stories Children Need). Milton Bradley
Wilde. *Happy Prince.* (Happy Prince). Various editions
Lyman, Edna. *Monk and the Bird's Song.* (Story Telling). McClure
Lyman, Edna. *Where Love Is.* (Story Telling). McClure
Bryant, S. C. *Leak in the Dike.* (How to Tell Stories). Houghton
Olcott, F. J. *Nail.* (Good Stories). Houghton
Andersen, H. C. *Pine Tree.* (Fairy Tales). Various editions

Tappan, E. M. Christmas Surprise. (American Hero Stories). Houghton
Gallaher, J. L. Lincoln's Kindness to a Disabled Soldier. (Best Lincoln Stories). Donohue
Kipling, Rudyard. Camel's Hump. (Stories and Poems Every Child Should Know). Houghton
Scudder, H. E. Image and the Treasurer. (Book of Legends). Houghton
Olcott, F. J. Master of the Harvest. (Good Stories). Houghton
Irving, W. Rip Van Winkle. (Sketch Book). Putnam
Alden, R. M. Bag of Smiles. (Why the Chimes Rang). Bobbs
Sly, W. J. Mayflower and the Pilgrims. (World Stories Retold). Jacobs

2 Poems to be memorized

a Miscellaneous selections

DeLisle, Roger. Translation of the Marseillaise. (Open Sesame, v. 2). Ginn
Emerson, R. W. Concord Hymn. (Golden Numbers). Houghton
Hunt, Leigh. Abou Ben Adhem. (Open Sesame, v. 1). Ginn
Riley, J. W. Boy Patriot. (Book of Joyous Children). Scribner
Sangster, M. E. Our Flag
Shakspeare, William. Orpheus with his Lute. (Golden Numbers). Houghton
Stevenson, R. L. At Morning. (Recitations for Assembly and Classroom). Macmillan
Tennyson, Alfred. Throstle. (Songs of Nature). McClure
Van Dyke, Henry. America for Me.

b Grade poet, Rudyard Kipling

Children's Song from Puck of Pook's Hill
 If
 Together
 L'Envoi "When earth's last picture is painted"
 Law of the Jungle
 Roll down to Rio
 White Man's Burden

3 Poems to be read to the children

Adams, J. Q. Wants of Man. (Emerson's Parnassus). Houghton
Cornwall, Barry. Sea. (Golden Numbers). Houghton
Emerson, R. W. Snowstorm. (Golden Numbers). Houghton
Gilbert, W. S. Yarn of the Nancy Bell. (Steps to Oratory). Amer. Book Co.
Whittier, J. G. Pipes at Lucknow. (Golden Numbers). Houghton
Proctor, A. A. Legend of Bregenz. (Heroic Ballads). Ginn
Montgomery, James. Arnold Winkelried. (Arbor Day Manual). Bardeen
Montgomery, James. Chevy Chase. (Golden Numbers). Houghton
Stedman, E. C. Hand of Lincoln. (American Anthology). Houghton
Wordsworth, William. Lucy Gray. (Posy Ring). Houghton

Sixth Grade — Second Half Year

1 Stories to be used for reproduction

Bryant, S. C. Last Lesson. (How to Tell Stories). Houghton
Shedlock. Blue Rose. (Art of Telling Stories). Appleton
Ruskin, John. King of the Golden River. (King of the Golden River). Various editions
Bates, K. L. Chanticleer and the Fox. (Canterbury Tales). Rand
Olcott, F. J. Revenge of Coriolanus. (Good Stories). Houghton
Coe, F. E. Feast of the Lanterns. (Second Book of Stories). Houghton

- Baldwin, James. Master of the Land. (Old Stories of the East). Amer. Book Co.
 Baldwin, James. Harvest of the Nile. (Old Stories of the East). Amer. Book Co.
 Baldwin, James. Shepherd Boy Who Became King. (Old Stories of the East). Amer. Book Co.
 Wiggan & Smith. Story of Aladdin. (Arabian Nights). Scribner
 Rouse, W. H. D. Story of Aladdin. (Arabian Nights). Dutton
 Lang, Andrew. Story of Aladdin. (Arabian Nights' Entertainments). Longmans
 Tappan, E. M. Stories from the Odyssey. (Old World Hero Stories). Houghton
 Church, A. J. Stories from the Odyssey. (Stories from Homer). Crowell
 Church, A. J. Stories from the Odyssey. (Odyssey for Boys and Girls). Macmillan
 Marvin, F. S. (Adventures of Odysseus). Dutton
 Baldwin, James. Story of George Washington. (Four Great Americans). Amer. Book Co.
 Gordy, W. F. Story of George Washington. (American Leaders and Heroes). Scribner
 Holland, R. W. Story of George Washington. (Historic Boyhoods). Jacobs
 Baldwin, James. Stories of Abraham Lincoln. (Four Great Americans). Amer. Book Co.
 Bolton, Sarah. Stories of Abraham Lincoln. (Poor Boys Who Became Famous). Crowell
 Holland, R. W. Stories of Abraham Lincoln. (Historic Boyhoods). Jacobs
 Kingsley, Charles. Stories of Theseus. (Heroes). Various editions
 Baldwin, James. Crossing the Rubicon. (Thirty More Famous Stories). Amer. Book Co.
 Tappan, E. M. Caesar, the First Emperor. (Old World Hero Stories). Houghton
 Jacobs, Joseph. Miller, His Son and Their Donkey. (English Fairy Tales). Putnam
 Bailey & Lewis. Little Cosette. (For the Children's Hour). Milton Bradley
 Olcott, F. J. Thunder Oak. (Good Stories for Great Holidays). Houghton
- 2 Poems to be used for appreciative study and memorizing*

a Miscellaneous poems

- Aldrich, T. B. Before the Rain. (Golden Numbers). Houghton
 Bennett, H. H. Flag Goes By. (Golden Numbers). Houghton
 Bryant, W. C. To a Fringed Gentian.* (Poems). Various editions
 Bryant, W. C. Yellow Violet. (Poems). Various editions
 Byron, Lord. Destruction of Sennacherab. (Golden Numbers). Houghton
 Cary, Alice. Work. (Nature in Verse). Silver
 Finch, F. M. Blue and the Gray. (Poems of American Patriotism). Page
 Longfellow, H. W. Excelsior. (Poems). Houghton
 Taylor. Dare to Do Right
 Wotton, Henry. Lord of Himself. (Lyra Heroica). Scribner

b Grade poet, Sir Walter Scott

- Hie Away from Waverly
 Soldier Rest (from the Lady of the Lake)
 Lochinvar (from Marmion)
 Jock O' Hazeldean
 Spindle Song (from Guy Mannering)
 Waken Lords and Ladies Gay
 Christmas in England (from Marmion)
 Parting of Douglas and Marmion

3 Poems to be read to the children

- Cary, Alice. Pictures of Memory. (Choice Readings). McClurg
 Emerson, R. W. Rhodora. (Golden Numbers). Houghton
 Goldsmith, Oliver. Deserted Village. (Poems). Harpers
 Holmes, O. W. Height of the Ridiculous. (Poems). Houghton
 Lowell, J. R. What Is so Rare as a Day in June? (Poems). Houghton
 Longfellow, H. W. Wreck of the Hesperus. (Poems). Houghton
 Longfellow, H. W. Santa Filomena. (Poems). Houghton
 Kipling, Rudyard. Song of the Banjo. (Stories and Poems Every Child Should Know). Houghton
 Kipling, Rudyard. Fuzzy Wuzzy. (Stories and Poems Every Child Should Know). Houghton
 Kipling, Rudyard. Lord Lovel. (Listening Child). Macmillan

4 Books suggested for children's reading

- Aanrud, Hans. Lisbeth Longfrock. Ginn
 Alcott, L. M. Little Men. Little
 Alcott, L. M. Little Women. Little
 Aldrich, T. B. Story of a Bad Boy. Houghton
 Baldwin, James. Sampo. Scribner
 Barbour, R. H. Crimson Sweater. Century
 Burroughs, John. Squirrels and Other Fur Bearers. Houghton
 Diaz, A. M. William Henry Letters. Lothrop
 Dodge, M. M. Donald and Dorothy. Century
 Eggleston, Edward. Hoosier Schoolboy. Scribner
 Eastman, C. A. Indian Scout Tales. Little
 Frost, W. H. Knights of the Round Table. Scribner
 Grant, Robert. Jack Hall. Scribner
 Hayes, I. I. Cast Away in the Cold. Lothrop
 Jackson, H. H. Nelly's Silver Mine. Little
 Jewett, S. O. Betty Leicester. Houghton
 Jewett, S. O. White Heron. Houghton
 Johnson, Rossiter. Phaeton Rogers. Scribner
 Kingsley, Charles. Water Babies (told by Amy Steedman). McLoughlin
 Lamb, Charles & Mary. Tales of Shakespeare. Various editions
 Lang, Andrew. Blue Poetry Book. Longmans
 Long, W. J. Secrets of the Woods. Ginn
 MacDonald, George. Light Princess. Putnam
 Nicolay. Boy's Life of Abraham Lincoln
 Munro. Campmates
 Pyle. King Arthur and His Knights
 Pyle. Otto of the Silver Hand
 Thurston. Torch Bearer
 Wiggin & Smith. Arabian Nights' Entertainments
 Good readers suited to the grade

5 Suggested material for teachers

- Baldwin, James. Golden Age
 Bailey, C. S. Stories Children Need. Milton Bradley
 Bryant, S. C. How to Tell Stories. Houghton
 Bates, K. L. Canterbury Tales
 Church, A. J. The Odyssey for Boys and Girls. Macmillan
 Kipling, Rudyard. (Stories and Poems Every Child Should Know). Houghton
 Kipling, Rudyard. Jungle Books. Doubleday
 Kipling, Rudyard. Kipling Reader. Doubleday
 Lyman, Edna. Story Telling. McClurg
 Olcott, F. J. Good Stories. Houghton
 Scott, Walter. Poems

Stevenson, B. E. Days and Deeds, a Book of Verse
Stevenson, B. E. Days and Deeds, a Book of Prose
Tappan, E. M. Poems and Rhymes. Houghton
Wiggin & Smith. Golden Numbers. Houghton

CHARACTER OF ENGLISH INSTRUCTION IN THE SEVENTH AND EIGHTH GRADES

Whether or not grades 1 to 6, and grades 7-8 are organized separately, there should be a distinct difference between the general character and purpose of English instruction in these divisions of the school system. Differences in the instruction and organization of the elementary school (grades 1-6) and the intermediate school (grades 7-9), arising from the changing nature and interests of the child and from economic pressure, are familiar to all students of educational problems. There is a natural division in English teaching corresponding to this accepted principle of school organization.

The joint committee on the reorganization of high school English appointed by the National Education Association and by the National Council of English Teachers has prepared the following statement of what "normal children may be expected to do when they have reached the close of the sixth grade."

1 To express clearly and consecutively, either in speech or in writing, ideas which are entirely familiar to them.

2 To avoid, both in speech and in writing, gross incorrectness of grammar.

3 To compose and mail a letter, using a form acceptable for general purposes.

4 To spell the vocabulary which they commonly write and to make sure of new or doubtful words.

5 To read silently and after one reading to reproduce the substance of a simple story, news item, or lesson.

6 To read aloud readily and intelligibly news items from the school paper, lessons from the textbooks being used, or literature of such difficulty as "Paul Revere's Ride" or Dickens' "Christmas Carol."

7 To quote accurately and understandingly several short poems, such as Bennett's "The Flag Goes By" and Emerson's "The Mountain and the Squirrel."

8 To make intelligent use of ordinary reference books.

Everyone will understand that such an outline is in no sense to be regarded as a course of study in English nor as a complete summary of all that children should and do gain from the study of reading and composition. The more fundamental and far-reaching results, which can be expressed only in terms of character, are here only implied. They come, moreover, if they come at all, from the entire life of the school, not from a single study. Nevertheless, teachers of experience will see at a glance that it will require a well-organized and efficiently administered course to establish, not merely in the exceptional child, but in all normal children, the habits set forth in the eight items mentioned above. For the true test of such habits is that they assert themselves regularly, not merely under the special conditions of a school examination.

The work outlined in this syllabus for grades 1-6 leads directly to the attainments specified in the preceding paragraphs with the exception of the attainments in spelling and reading. Courses of

study in these subjects are not at present included in this syllabus. The course in oral and written composition will under normal conditions give the ability to express familiar ideas clearly and consecutively in speech or writing. Incidental drill in connection with composition and drill in corrective English as indicated from grade to grade will lead the pupil to avoid gross incorrectness of grammar. The minimum requirements of the fourth, fifth and sixth grades include the writing of simple letters according to a form acceptable for general purposes. Oral and silent reading with reproduction of thought of the degree of difficulty indicated, the memorizing of poetry and the use of ordinary reference books are all a part of the course of study as outlined.

The attainments in composition and literature outlined in preceding paragraphs as minimum requirements are confined to small units of speech or writing and of reading. The child who can compose orally or in writing a paragraph of medium length and read understandingly and appreciatively a simple poem or prose article of a few verses or pages respectively is considered to have completed the minimum requirements of the sixth grade in language and literature. He is not yet ready, however, to deal with extensive units of composition or of reading. He has, so to speak, barely learned to use English as a tool in expressing his own thoughts or in grasping the thoughts expressed by others in writing.

The English work of the seventh and eighth years in composition and in literature is to compose and to read in increasingly larger units, to apply more and more extensively the fundamental ability to read and to compose small units, which was acquired in the earlier grades. In composition this means the development of power in handling subjects which require more careful organization, and treatment in some instances at least in more than one paragraph. In reading or literature it means the reading of more and longer works which continue, however, to be simple in thought and in organization. To correspond to the broadening interests of the developing children of the upper grades or the intermediate school a wider range of subjects is introduced in the reading of these years. This corresponds also to the accepted purposes of the intermediate school to continue necessary drill upon fundamentals but to keep the child in school at this critical time by presenting interesting content and to offer him wide choice of subject matter with the purpose of helping him find himself.

In the intermediate school should come also whatever of formal grammar is to be taught. This should grow naturally out of the incidental drill on correct forms in composition and the corrective English as outlined in the course of study for the elementary schools. It should be supplemented by application to more difficult constructions in the high school.

In general the fundamental purposes of English instruction in the elementary school (1-6), the intermediate school (7-9) and the high school (10-12) seem to be respectively (1) to teach the use of English as a tool; (2) to afford practice in the use of this tool extensively but simply; (3) to afford practice in the use of this tool in more complex and difficult workmanship, always with due regard to expression of the pupil's real self, and the development of his appreciation of the interesting, the beautiful and the good in life as interpreted by literature.

ORAL AND WRITTEN COMPOSITION, CORRECTIVE ENGLISH AND GRAMMAR, GRADES 7 AND 8

Seventh Year

The introductory sections on the teaching of composition and corrective English (pages 4-19) and the section on grammar (page 60) are to be considered a part of the course of study for this year. Teachers should familiarize themselves with the outlines for preceding grades.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To require equally good English in all classes.

3 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

4 To require complete sentences.

5 To eliminate the errors in speech assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

6 To strengthen the sentence sense and discourage the superfluous use of *and*, *then* and *so*, but with a definite effort to secure proper transition as a means of increasing fluency.

7 To continue emphasizing orderly arrangement of sentence material with much attention to

Written

1 To secure mastery of the technicalities assigned for this year and to emphasize those already taught.

2 To require equally good written English in all classes in which writing is done.

3 To insist upon neatness, good arrangement, good penmanship and correct spelling in all written work.

4 To secure the sentence sense and strengthen the paragraph sense by requiring numerous brief compositions each of which should show a definite beginning, middle and end.

5 To continue developing the ability to write and address short familiar or business letters. These should show an increase in difficulty of assignment over those written in the preceding year.

Oral

developing ability to stick to the point and to show a definite beginning, middle and end.

8 To cultivate the desire to speak well.

*Written**Minimum Requirements*

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Eight well-constructed sentences on a familiar topic arranged in logical order and showing no errors of any kind, the whole having a definite beginning, middle and end.

2 The recitation from memory, with clear, distinct voice and intelligent expression, of any two selections of moderate length memorized during the year.

3 The ability to read aloud clearly and intelligently selections from the literature assigned for this year.

1 Eight well-constructed sentences on a familiar topic, grouped into paragraphs if the nature of the subject requires, written without errors.

2 A friendly or business letter, addressed and written without errors.

Sources of material:

Good citizenship

Personal responsibility, courtesy

Noteworthy national and foreign events

Current inventions and discoveries

Articles read in periodicals

Ethics, good manners and good form

Literature, history, natural science, gardening, shop work

Picture study

Dramatization

Original stories and poems

Anecdotes, jokes

Personal experiences

Reports of local events

Model letters and compositions

Lectures, concerts, good plays or moving pictures
 Current events
 Biographies
 Arguments
 Book reviews
 Socialized recitations

Oral Composition — First Half Year

See fifth and sixth years.

One period a week should be devoted to formal talks given by pupils before the class. These talks should be carefully prepared but should not be memorized, though it is permissible to memorize a closing sentence to avoid a weak ending.

The habit of correct oral expression must be formed through all recitations and not through language alone. Pupils should learn that their statements must be definite and complete. The teacher should rarely supply part of the pupil's answer or statement and should not in this or other grades encourage indistinct speech by repeating pupils' answers. Application of simple grammatical principles to common errors of speech should be made whenever possible. A short period each day should be devoted to corrective drills and exercises. It is well to drill not only upon the correct form of expressions misused, but also to teach the use of convenient expressions; as, *nevertheless, on the other hand, other things being equal, as a rule*, etc. These may be saved as they occur in reading lessons. (See page 11.)

There should also be class discussion of slang, its origin and influence upon language. The fact that its frequent use usually indicates an impoverished vocabulary should be emphasized.

The class in or out of school may constitute a "Better Speech Club" with a weekly meeting at which speech errors noted at home, at school, or in the street, may be commented upon and corrected. The names of the persons who made the errors should not, of course, be mentioned. The club should have officers and the club meeting should be properly conducted. A committee may be appointed each week to collect errors. Other members who note errors may turn them over to the committee. The propriety of expressions about which there is doubt may be discussed. Voice and posture errors should receive their share of comment. Such a club may be formed in any of the grammar grades and, under the guidance of an able teacher, can do valuable work.

Pupils should assist in arranging programs for special days and occasions. An appointed committee may be allowed to arrange a program without the assistance of the teacher, though it should be submitted to her for final approval.

The exercise in the reproduction of articles after only *one* reading should be continued. This gives good training in attention and concentration.

Oral reproduction from outlines should be given without assistance from the teacher. Pupils should criticize one another's work. Dependence upon the teacher should be discouraged.

The following suggestions for oral invention are in addition to those given earlier in the course:

- 1 The amplification of a fable, a proverb, a newspaper headline.
- 2 The elaboration of a topic chosen from some other course of study; as, an imaginary meeting with some noted character in history or fiction, the story of a loaf of bread, the story of an oak table, etc.

Continue vocal drill and declamation.

Written Composition — First Half Year

Continue work of the sixth year. In this year there should be less written reproduction than formerly, but an increased amount of original work. Pupils should be required to give orally and in writing condensations or summaries of articles they have read.

Assignments for written invention should usually be made from topics that have previously been discussed in oral lessons. However, not all oral exercises will be continued in writing, and frequently pupils will be asked to write rapid spontaneous articles on familiar topics without immediate oral preparation. The opening paragraph or paragraphs of an interesting bit of literature may be read and the pupils requested to finish it.

Letter writing should include various kinds of informal social correspondence as suggested in the introduction. Letters written in one lesson may be answered in another. Pupils may write from the point of view of another person; a character in history or fiction, or one living in a foreign land. Letters may include simple descriptions, persuasion, or explanations of processes; as, (1) a girl writes to an uncle she has never seen, describing herself so that her uncle will be able to recognize her at a railway station; (2) a boy writes to a friend telling him how to raise celery; (3) a boy at board-

ing school writes to his mother a letter in which he tries to persuade her to let him play football.

Numerous business letters should be written; as, a letter applying for a position, a letter ordering goods, a letter asking for the correction of an error in the filling of an order, etc.

Some outlining should now be done independently.

Continue copying, dictation and writing from memory.

Technicalities:

1 Arrangement

The outline

2 Language

a Capitals

Review

b Punctuation

Semicolon before introduction to an example; as,

Colon before a list of particulars

3 Use of dictionary and reference books

a Abbreviations used in defining words; as, a., v., adv., v. t., v. i., conj., sing., plu.

b Exercises in opening dictionary promptly to a given word

(1) The dictionary may be divided roughly into thirds by the following rhyme: A to E, F to P, Q to Z.

c Syllabication (pupils should have had much practice in the spelling classes in dividing words orally into syllables.)

Oral Composition — Second Half Year

See first half year.

There should be continuation and enlargement of all previous practices in good usage, with the purpose of establishing the pupil as firmly as possible, in acceptable speech habits. Give special attention to the elimination of redundant introductory words; as, *now, why, say, listen*.

The weekly informal talks should be continued. There may be occasionally some simple work in debate, the topics suggested by history, current events or school life. To save time and promote courtesy, a few simple parliamentary rules should be taught.

There should be informal discussions of those rules of courtesy and simple rules of etiquette which the average child in this grade needs to know: good manners and simple good form at school, on

the street, in church, in the theater or lecture hall, on a train or trolley car, at home, at table, at a party, on a visit. Children are conventional. They desire to know "the proper thing to do," but are timid about asking; so that class discussion of the foregoing topics will do more than merely provide interesting material for oral composition.

Written Composition—Second Half Year

Continue the work of the first half year, with some increase in difficulty of assignments. This does not necessarily mean an increase in length of written exercises. Short, frequent themes should be the rule. Quality is to be sought, not quantity.

Technicalities:

1 Language

a Punctuation

- (1) Comma to separate parts of a compound sentence
- (2) Commas to separate parenthetical expressions from rest of the sentence

b Abbreviations

l., p., pp., ch., vs.

Types of Compositions

These type compositions are merely illustrative. They are not designed for use in the classroom so far as their content is concerned. The letter *forms* shown below may, however, be *used as models*.

Oral

A War Garden

There is a war garden in the field beside our school. We have played ball in this field ever since the school was built, so we were sorry to see it plowed up. The president of the board of education sent us a message that we were not to injure the garden. He need not have done that. Everyone in this school knows enough to keep out of a garden unless he can help in it. Even the kindergarten children know that. We are all interested in seeing the vegetables grow.

A Lesson for Tommy

Ever since I was seven years old I have made all the beds in our house. There are five beds. I can do it very quickly now, but when I was little it was hard to reach across the big beds and make them smooth. My brothers sleep together. Once when I had made their bed nicely, Tommy hopped right into the middle and stirred it all

up. After he had gone I made the bed over. I made Ned's side all nice and smooth but left Tommy's side even worse looking than he had. He laughed about it, but I think it taught him a lesson.

Written

A Letter Describing the Writer

432 Midland Avenue
Edgemere, New York
October 18, 1918

Dear Uncle John:

You are very kind to offer to meet me, since Auntie can not. Since you have never seen me, I will tell you how I shall look so that you may know me at the station. It would be dreadful if you took the wrong girl home and gave her all the good times you have promised me.

I am small for thirteen and rather thin. My hair and eyes are brown, and my nose has brown freckles to match. My mouth is rather big, but I have nice teeth. I shall wear a dark blue hat with a pink rose on it, a blue serge dress, pink coral beads, and high brown shoes. My travelling bag is brown.

Mother sends love to you and auntie, and I do, too.

Your affectionate niece

Marian Carter

Address on envelop

Mr John G. Curtiss
50 Norwood Avenue
Newton Center
Massachusetts

A Letter of Application

576 Church St.
White Plains, N. Y.
June 30, 1918

Messrs Davis & Lord
976 Main St.
White Plains, N. Y.

Gentlemen:

Please consider me an applicant for the position of office boy which you advertised in last night's "Standard."

I am fourteen years of age and am a graduate of the Ferris School. My last report card, which I inclose, shows my standing

in spelling and arithmetic. This letter is a specimen of my penmanship. As to experience, for the past two summers I have worked for the Redmond Drug Co.

I have permission to refer you to Miss Rose Burton, principal of the Ferris School, and to Mr Ralph C. Leslie, manager of the Redmond Drug Co.

I hope you will consider my application favorably.

Very truly yours

Michael L. Alberts

Address on envelop

Messrs Davis and Lord

976 Main St.

White Plains, N. Y.

A Trying Moment

I usually study my lessons but if I fail to do so I am almost always caught. One day I had not prepared anything for the oral English period. The reason for this seemed more important the evening before than it did when I heard Miss Leigh call my name. I walked to the front of the room racking my brain. As I faced the class I could see broad grins on the faces of some of my classmates who knew I was not prepared. I thought of pretending to faint but, as I had never seen anyone do it, I didn't know whether to fall backward, forward, or in a heap. Just then, with a loud and very beautiful clang, the fire bell began to ring. When the fire drill was over, the English period was over, too, and I was saved.

Corrective English — Grade 7

Drill upon the forms

Attack, attacked, have attacked

Drill upon

With whom

Of whom

To whom

To him and me

With you and me

Whom do you hear?

Whom did you send?

Emphasize

He *doesn't*, not he *don't*.

Distinguish between the use of the adjective and the adverb: "He sings *well*," not "He sings *good*"; "She looks *beautiful*," not "She looks *beautifully*."

Avoid the present tense of *to say* in reporting conversations: "Then he said," not "Then he says."

Teach *Shall I?* and *Shall we?* not *Will I?* and *Will we?*

Distinguish between the use of

Should and *would*

Fewer and *less*

Further and *farther*

Between and *among*

Lead and *led*

Drill upon the correct use of the compound personal pronoun: not "She and myself did it."

Drill upon the agreement of pronoun with antecedent, especially "Everyone must do *his* own work," not "Everyone must do their own work."

Drill upon the correct use of *without* and *unless*.

Drill upon the agreement of subject and verb when phrase intervenes: a number of boys *was* in the room, not a number of boys *were* in the room.

Drill upon the correct form for misplaced modifier.

Drill on pronunciation of *rinse*, *theater*, *guardian*, *licorice*, *athlete*, *wrestle*.

Grammar

During this year, a more intensive study of the sentence, and of the parts of speech should be insisted upon. The pupil should be taught to classify sentences; to distinguish, readily, between sentences and clauses; between clauses and phrases. The course in grammar should include only what will aid in the correct everyday use of the language. By making *use* the determining factor, much of the terminology and many formal rules and classifications heretofore deemed to be essential may safely be eliminated.

First Half Year

- 1 Review sentences classified as to their use; parts of speech given previous year.
- 2 As in the previous year, there should be daily drill and practice in building sentences from the material of each lesson. Emphasis should be continued on the fact that a sentence must give expression to some thought

- 3 A detailed study of the adjective: (a) definition, (b) comparison
- 4 The adverb: (a) definition, (b) comparison
- 5 Appositives
- 6 Complements: direct object
- 7 Transitive and intransitive verbs
- 8 Copulative verbs and their complements: (a) nouns and pronouns in the predicate, (b) adjectives in the predicate
- 9 Active and passive voice of verbs. Drill on changing from one to the other, but no work is expected on conjugation
- 10 The indirect object
- 11 The objective complement (factitive object)
- 12 Independent elements. Review interjections and vocatives; *yes* and *no*; the expletive *there*
- 13 Analysis of easy sentences

Second Half Year

- 1 The clause: (a) definition, (b) classified as (1) independent (main or principal), (2) dependent (subordinate)
- 2 Clauses:

a adjective — some words introducing adjective clauses; practice in interchanging adjectives, adjective phrases and adjective clauses

b adverbial — some words introducing adverbial clauses

Note: At this point it may be well to point out that the words "when" and "where" sometimes introduce adjective clauses. Practice in interchanging adverbial phrases and clauses.

c Noun clauses used as (1) subject, (2) direct object of a verb (some verbs commonly followed by noun clauses), (3) object of a preposition, (4) appositive, (5) in the predicate.

Note: Attention is called to the fact that when a sentence contains a noun clause and no other dependent clause, the whole sentence is the main clause.

- 3 The sentence classified as to form: (a) simple, (b) complex, (c) compound
- 4 The conjunction: (a) coordinate, (b) subordinate

Note: Correlative conjunctions may be taught at this time.

- 5 The analysis of simple sentences containing not more than two phrases; of complex sentences containing not more than one subordinate clause; of compound sentences containing not more than two clauses.

Eighth Year

The introductory sections on the teaching of composition and corrective English (pages 4-19) and the section on grammar (page 60) are to be considered a part of the course of study for this grade. Teachers should familiarize themselves with the outlines for preceding grades.

Aims

Oral

1 To encourage pupils to talk freely on account of genuine interest, but always with a definite and clearly formed plan in the mind of the teacher for improving their use of language.

2 To require equally good English in all classes.

3 To develop distinct articulation, a pleasing tone, correct posture and freedom from self-consciousness.

4 To require complete sentences.

5 To eliminate the errors in speech assigned for correction in this year and to emphasize the correct forms drilled upon in preceding years.

6 To continue emphasis upon recognition of the sentence unit and upon ability to secure transition by means of related words and proper connectives.

7 To continue emphasis upon orderly arrangement and upon ability to stick to the point and to begin and end definitely.

8 To cultivate the desire to speak well.

Written

1 To secure mastery of the technicalities assigned for this year and of those already taught.

2 To require equally good written English in all classes in which writing is done.

3 To insist upon neatness, good arrangement, good penmanship and correct spelling in all classes in which writing is done.

4 To secure the sentence sense and to continue the development of the paragraph sense by requiring numerous brief compositions, each of which should show a definite beginning, middle and end.

5 To continue practice in the writing and addressing of familiar and business letters.

Minimum Requirement

(The term "minimum requirement" indicates *the least* that should be accepted as satisfactory at the end of the specified year. Pages 17-18 should be read in connection with the statement of minimum requirements for this grade.)

1 Eight or ten short sentences on a familiar topic, developed through two or more paragraph units, if necessary, and containing no errors of any kind, the whole showing a definite beginning, middle and end.

2 The recitation from memory, with clear, distinct voice and intelligent expression, of any two selections of moderate length memorized during the year.

3 The ability to read aloud clearly and intelligently selections from the literature assigned for this year.

1 Eight or ten sentences on a familiar related topic, arranged in paragraphs if necessary, and written without error. The whole should show a definite beginning, middle and end.

2 A short, familiar or business letter, written and addressed without error.

3 The ability to write correctly from dictation five or six lines of prose suited to this grade.

4 The ability to spell "The Hundred Spelling Demons."

Sources of material:

See preceding year

Good citizenship

Loyalty and patriotism

Literature, history and other subjects studied

Descriptions

Explanations

Reports of lectures, concerts, good plays and moving pictures, local happenings

Humorous anecdotes

Local, national and foreign news

Current inventions and discoveries

Picture studies

Original stories and poems

Dramatizations

Book reviews

Biographies

Arguments

Memorizing

Socialized recitations

Oral Composition — First Half Year

See seventh year.

One period each week should be given to formal talks by the pupils.

The debate, which is taken up slightly and informally in the seventh grade, should now be considered more earnestly. In presenting an argument, the pupil, after careful preliminary preparation, should begin with a clear statement of the position taken, followed by explanations or illustrations to make still clearer the speaker's point of view. Next should follow the arguments stated clearly and in good order. Such debates should be brief and upon simple topics. The teacher may act as chairman or some member of the class may be appointed. Pupils should rise for permission to speak and wait for recognition from the chair. The teacher should offer criticisms at the close of the debate but should endeavor not to discourage the debaters. As debatable questions arise in other classes, such differences of opinion should be given an opportunity for expression, if time will permit. Recognition of those simple rules of debate which have been taught should be insisted upon.

In history and other subjects there should be the beginning of reference study. Pupils should be assigned topics to investigate. The report of the readings or other investigations will furnish valuable material for oral expression. The appointment of class leaders, weekly or oftener, whose duty it is to select topics and to assign them will create a pleasant rivalry and retain class interest.

Recitations in the seventh and eighth grades should be left, whenever possible, in the care of the pupils. If they feel that the teacher holds them responsible for the success of a recitation, they will prepare for it.

Declamation of memorized selections should be continued in this as in other grades. Every effort should be made to obtain suitable vocal interpretation and careful posture. Care should be taken to avoid encouraging artificial and exaggerated delivery.

Pupils may dramatize plays they have written or other suitable material. If a play is studied as literature, various scenes may be acted. Such exercises offer excellent practice in the arts of speech. Opportunity for invention may be given by occasional impromptu dramatization. The following topics are suggestive:

A conversation at a baseball game between a girl who does not understand baseball and her brother, who does.

A conversation between two women at a bargain counter.

A conversation at a soda fountain between two little boys who have only five cents between them.

Such exercises should be brief and definitely limited as to time.

Regular drill in the correction of common errors should be given. There should be drill in the use of such expressions as *his coming*, *not so good as*, *I should have liked to go*. Errors in pronunciation that are not the result of bad habit but of ignorance in regard to particular words should be corrected by means of the dictionary.

Written Composition — First Half Year

The suggestions under written composition in the seventh grade should apply in the eighth grade.

At the beginning of the year the teacher should know what her pupils have been taught in previous years and should then test their knowledge to learn what parts of the work must be amended or done over. Her standard must, however, be that of the seventh year, not of the eighth. Frequently a teacher is discouraged with her pupils in the fall and passes this discouragement on to them because she is unconsciously comparing them with the pupils who left her in June — an unfair comparison. When pupils are found deficient in any of the fundamentals, they must be instructed and drilled until the deficiency has been supplied.

As advance work there should be continuation of the effort to produce more varied sentence structure, to substitute frequently the more smoothly-flowing complex sentence for the short, rather abrupt simple sentence. In this connection the teacher who plans well will be able to correlate grammar and composition.

There should be an effort to infuse into the themes written a few touches of what is commonly known as *style*. The pupils should have learned already the value of the interesting opening and closing sentence. The fact that inverted or transposed sentences give variety and that a succession of short sentences may give an effect of speed may be learned from examples in literature read by the class. Especially effective words should be observed. The teacher may write on the board a paragraph strong in choice of words, omitting some of the most effective words, and let the children write out the paragraph with the blanks filled. Their written efforts may then be compared with those of the author, with class discussion.

This effort to obtain effectiveness should be made by suggestion rather than by special direction. The children should not be told

in so many words to write a paragraph with inverted sentence or effective words. Such an order would kill interest and produce artificiality and "fine writing." They should read fine models and their attention should be called to the way in which effects are produced. They are, in other words, to be exposed to good writing with the hope that it will take, but when they write each child should be permitted, provided he obeys the fundamental rules, to say what he has to say in the way that seems best to him.

In the writing of description, the child should be taught to adhere to his point of view whether it be movable or stationary. He should learn from examples that the first sentence or sentences should give the general impression of the thing to be described and that details should follow.

Before writing an explanation, he should record the principal questions that a person would ask who wished to be informed on that special topic. By arranging these questions in logical order he will have provided himself with an outline to follow.

The work in reproduction may frequently be done without immediate oral reproduction. It may be combined with invention. For example, one of the following assignments might be given to a class that had been reading *The Man without a Country*, or *The Lady of the Lake*:

Was Nolan justly punished? Give your opinion, with reasons.

Imagine that you attended the ball on board the Warren. Write to a friend an account of Nolan's conversation with Mrs Graff.

Imagine that you are James Fitz-James. Describe Ellen as you first saw her.

Imagine that you are Ellen Douglas. Give an account of your first meeting with James Fitz-James.

Brief reports, as for a newspaper, may be written of various local events; as, a ball game, a glee club concert, a parade, the visit to school of some noted person, etc.

The writing of both friendly and business letters should be continued.

Pupils should take an active part in correcting papers. They may occasionally exchange papers and indicate such types of errors as they have been told to look for. It is best to arrange that poor writers should exchange with good writers, though this need not be made unpleasantly evident. Papers corrected by pupils should always be examined by the teacher before being returned to the original writers.

Work in dictation, copying and writing of selections from memory should be continued.

Technicalities:

1 Arrangement

2 Language

a Capitals

Rule for capitalizing a title. (Heretofore pupils have followed the rule: *Capitalize the first word and all important words in a title.* They may now adopt the more specific rule: *Capitalize the first word in a title and all other words except prepositions, conjunctions and articles.*)

b Punctuation

(1) Comma with words, phrases or clauses placed out of their natural order

(2) Comma with appositives

3 Use of dictionary and reference books

a Synonyms, antonyms

b Use of index and table of contents

c Use of encyclopedia

Oral Composition — Second Half Year

See first half year.

The weekly formal talks should be continued.

In this half year there should be a concentration upon the elimination of weak spots in order to round out the entire course. It is not necessary to do everything that has been suggested, but it is important that what is done should be done well. It is the teacher's duty to give her pupils what they need, not necessarily what she thinks they ought to know.

Oral Composition — Second Half Year

Continue work outlined in first half. In the last half year there should be a concentration upon the elimination of weak spots in order to round out the entire course.

Types of Compositions

These type compositions are merely illustrative. They are not designed in any way for use in the classroom.

*Oral***A Book I Have Enjoyed**

A book that I have enjoyed is "The Secret Garden" by Frances H. Burnett. It is the story of a little English boy who was very delicate. Because everyone thought him weak and sickly, he never tried to do the things that healthy children do. He thought he could not play. At last two other children found the way into a secret garden and took him there every day when he was out for an airing. As there was no one to stop them, they taught the sickly boy to walk and run about and play. His father came home from a journey and found the boy strong and well. The mystery about the secret garden makes the story especially interesting.

An Argument Against Buying Class Pins

The eighth grade class should not buy class pins. Such pins are of no practical value either as an evidence of graduation, or for actual use. If we complete the course, our diploma and our presence on the stage at commencement will show that we have done so, while a member of the class who does not graduate may buy a pin if he wishes. So far as actual use is concerned a safety pin is more practical. Class pins are of little sentimental value. We shall soon become interested in graduating from high school or in earning a living and forget to wear the pins. I went to a reunion of last year's class on Friday night and six of them had lost their pins already. The buying of class pins is an extravagance. People in the class who can't afford them will feel that they must buy them if the class votes to do that. Since class pins are of no practical value, are soon lost or forgotten, and take money that is needed for more important things, the eighth grade class should not buy them.

*Written***Philip Nolan was Unjustly Punished**

Philip Nolan was unjustly punished in being sentenced never to hear the name of his native land again. It must be remembered that he was not sentenced for cursing the United States but for being willing to conspire against her. If Aaron Burr, who had been the leader of the conspiracy, was not found guilty by the Supreme Court of the United States, surely his subordinate should not have been considered so. Nolan was young. This, his unfortunate early education, and his previous good record make any punishment for life seem over severe in his case. His punishment was unjust because it was unconstitutional. The Constitution of the United States declares that no one shall be punished in a cruel or unusual way.

Any punishment that absolutely shuts a man off from all communication with home and friends is cruel. I do not need to prove that Nolan's punishment was unusual. This is self-evident. Therefore, I think Philip Nolan was unjustly punished.

The Quiet Island

Our house is a jolly but rather racketty place. Everybody in the family likes to make a good deal of noise; that is, everybody but me. There are eight of us altogether, counting my father and mother. Someone is always singing, or playing the piano, or telling a funny story, or making the dog "talk." When anything disturbs one of the twins they both yell like Indians. So when I go to bed at night, which is the only quiet time, I pretend that I am on a lonely desert island. I lie on my back on the sand and look up at the blue, blue sky, where little white clouds are floating. Gulls fly over, dipping down toward the sea. The waves come in quietly and make a sound like "Hush-sh-sh" as they wash back over the sand. I am sure there is a spring on the island and a log house with provisions but I always go to sleep before I can look for them. Then morning comes and another noisy day begins.

Corrective English — Grade 8

Drill upon the use of *so* in negative expressions, not *so* strong instead of not *as* strong.

Drill upon proper uses of *got*.

Drill upon correct uses of *shall* and *will* in (a) simple declarative sentences, (b) questions, (c) subordinate clauses.

Drill upon the correction of the dangling participle, "Walking to school, a furniture wagon broke down."

Drill upon the tense of the infinitive: "I meant to write last month," "I ought to have written long ago."

Drill upon the correct use of *some* and *somewhat*.

Drill upon the use of the present tense for present facts and unchangeable truths.

Drill upon number of verb with collective noun as subject.

Drill upon the possessive case before a gerund: "Please excuse my not coming today."

Drill upon explanatory and restrictive clauses.

Drill upon the correct use of comparative and superlative degree.

Drill upon the correct use of the pronoun in the following cases: "He knew that it was *I*," "He knew it to be *me*."

Drill systematically on any persistent errors appointed for elimination in previous years.

Drill on pronunciation of *mischievous*, *recognize*, *aeroplane*, *architect*.

Grammar

Do not spend time in formal parsing or in elaborate diagramming of sentences. The conjugation of the verb *to be* should be insisted upon. The conjugation of verbs through the indicative mode may be taught, if deemed important. But the time allotted to grammar will be used most effectively if devoted to much drill upon proper forms and correct usage. The following statement from the report of the committee of the National Council of Teachers of English on the "Articulation of the Elementary Course in English with the Course in English in the High School," well expresses the views now held by progressive teachers with reference to formal grammar in the grades:

The elementary school should emphasize grammar in the sense of correct use and the little grammar taught should be constructive throughout. Constant application of the principles learned should be made in drills in the correction of faults found in the pupil's own composition. Complicated and unusual expressions should be avoided and emphasis should be laid upon those forms and principles that will be most effective in forming the habit of correct usage.

First Half Year

1 Review clauses and parts of speech

2 Inflection of nouns, pronouns

- a* Gender
- b* Number
- c* Person
- d* Case

Note: It is recommended that little attention be paid to the so-called inflection of nouns but later much drill should be given on the pronouns that are inflected for case. Only a brief consideration should be given to gender and number.

3 Complement case

- a* Subject
- b* Predicate nominative
- c* Vocative (direct address)
- d* Apposition

4 Objective case

- a* Direct object of verb
- b* Object of a preposition

- c* Objective complement
- d* Indirect object
- e* Appositive

5 Possessive case

Note: The pupils will have learned the spelling and use of the possessive much earlier.

6 Pronouns classified

- a* Personal, declension
- b* Relative, declension
- c* Interrogative
- d* Adjective pronouns
 - (1) Demonstrative
 - (2) Indefinite

Note: Give much drill on the correct use of the inflected pronouns.

Second Half Year

1 Verbs

a Classification as to

- (1) Form, regular and irregular
- (2) Meaning, transitive and intransitive
- (3) Use, principal and auxiliary

b Person

c Number

Note: Teach the conjugation of the verb *to be* with especial reference to person and number.

d Agreement

Note: Give constant drill to eliminate common errors in agreement as, *he don't, they was*, etc.

e Tense

- (1) Present, past, future
- (2) Present perfect, past perfect, future perfect

Note: Drill until pupils recognize easily and quickly the time element.

f Principal parts

Note: Drill on irregular verbs commonly misused; as, *go, sit, set, lie, lay, eat, come, do, see, break, speak, freeze, rise, begin, drink, ring, sing, sink, swim, throw, know, grow, show, draw, take, drown*.

g Review voice

h Subjunctive forms in common use

i Correct use of *shall* and *will*

- 2 Verbals, treated as parts of speech according to their use in sentences
 - a The infinitive; its uses
 - (1) As a noun
 - (2) As an adjective
 - (3) As an adverb
 - b The participle, present and perfect
 - (1) Its nature and use
 - c The gerund (drill on the use of the possessive before the gerund)
- 3 The participial phrase
- 4 Analysis of sentences with constant drill in both oral and written work. It is recommended that for *this* purpose only easy sentences shall be selected.

LITERATURE, GRADES 7 AND 8

The following is from the report of the committee on reorganization of English in secondary schools:

Both the pupil's reading in grades 7 to 9 and the teacher's guidance of that reading naturally divide into two distinct phases. A few tried pieces of high order may well be read in class sympathetically, for content and beauty, and at the same time simpler works should be read by the pupils individually and for the most part at home. The classroom work will stimulate and help to control the outside reading and this in turn tend to develop the desired habit of reading freely and wisely. There will be suggested methods appropriate to each of these forms of the teacher's work.

CLASSROOM METHOD

1 Fundamental is the comprehension of the meaning of the work as a whole, and of the contribution of its various parts to that meaning. In narrative this involves an understanding of the cause-and-effect relationship between the various incidents and between character and action, a study that often culminates in the perception of some pervading principle governing human life. As to order of procedure, in the case of many shorter forms it is advisable to begin with an oral reading that carefully preserves the spirit of the work and to follow this reading with a discussion of the more important interpretative details. In the case of the longer works it is usually necessary to examine first the successive sections and then by a rapid review to unify these into a compact whole. It is important to avoid the two extremes (1) of merely reading the work without any adequate comprehension of its message, and (2) of entering into labored analysis. What constitutes an effective middle between these extremes must be settled independently by each teacher for each work on the basis of (1) the difficulty of the writing and (2) the needs and mood of the class.

2 Stimulation of the imaginative and emotional faculties of the pupil is mainly dependent upon inducing him to identify himself in thought with the writer and (in narrative) with the characters. He must be led for the time to see and to feel as did the writer, or to hope or fear, to despair or triumph, as do the characters in the play or story. To this end more than to any other must the teacher's interpretative powers be bent, for if he fails in this, the work can not rise above the mediocre. As a means of securing this attitude of mind, the pupil may, for instance, be asked to visualize a scene orally without glancing at the text, the test in such a case being consistency with the author's conception, and not mere repetition of details held in memory from the reading; or he may be asked to talk or write upon a situation parallel with that in the text, but drawn from his own experience, real or imagined; or he may take part in arranging and enacting simple dramatizations.

3 The teacher should be equipped with various types of additional information for various types of writings. Such are: additional features of background, human and otherwise, for foreign scenes; details concerning the life and conceptions of the peoples who produced such primitive forms of literature as "The Odyssey" or "The Song of Roland"; and anecdotes illustrating the personalities of the authors. Such detailed methods, however, as are involved in the presentation of a play of the time of Shakspeare have in general no place in the work of these grades.

4 In the reading of poetry special attention should be paid to the cultivation of a keen ear for the lilt of the verse. In the earlier part of this three-year course the chief reliance must be upon the pupil's sense of rhythm as stimulated by contact with a teacher skilled in oral interpretation, but toward the end of the three years he should perhaps be ready for a knowledge of the use of the four principal feet as obtained by the analysis of very simple and regular lines of verse and by making verses of his own.

5 Some of the passages read should be committed to memory, the passages being assigned by the teacher, or selected by the class as a whole, or left to the choice of the individual members of the class. The method of memorizing is important. If pupils will read aloud the passages selected, once or twice a day thoughtfully for a couple of weeks, they will find they have unconsciously mastered them. Passages so memorized will be remembered much longer than those learned in shorter sections day by day. Several repetitions of such passages at gradually lengthening intervals will be necessary to insure their permanent retention. Memorizing should follow, not precede, a clear perception of the progress of the thought of the selection.

6 Grammatical analysis and word study are valuable aids in determining the meaning of a given passage, and should be used whenever necessary for that purpose. Their introduction into the literature hour for any purpose other than this, however, is to be deplored. Other uses, essential and vital, they have; but these should be given another place in the English course.

MEANS OF ENCOURAGING AND TESTING HOME READING

Home reading should be encouraged and guided by every means the teacher can devise. Each teacher should make from the books and magazines that are or can be made available a list for each grade sufficiently long and varied to permit the pupils of the class to choose books and magazines within their individual taste and grasp. The reading should be classified into such main groups as long stories, short stories, biography, travel, popular science, current events, poetry, and drama. While large individual choice should be allowed, each pupil should be required to delve into several fields like the above.

An effective means of stimulating interest and of helping pupils to choose their reading intelligently consists in having each pupil

give to the class a short oral account of some book or article that he has found particularly interesting. Such an exercise has the added advantage of a real motive and calls for skill in the case of a story in that the pupil must avoid telling so much as to defeat his purpose; namely, that of arousing interest in the story. Allowing different members of the class who are unfamiliar with the story to finish it as they think it ought to end not only leads them to want to read for themselves to discover the real ending, but also affords excellent practice in imaginative narrative. Instead of giving the plot of a story the pupil may select a striking or amusing episode, a vivid description, an interesting character, or other impressions or opinions.

The cooperation of the school or town librarian is invaluable in encouraging and guiding reading. The list of books suitable for the grade may be posted in the library rather than in the classroom, as a bait in luring the pupils to the library, where the librarian may accomplish wonders.

No list should be regarded as complete. The pupils should be encouraged to discuss with the teacher any reading outside of the list. Even the teacher's occasional borrowing of a book recommended by a pupil establishes friendly confidence between teacher and pupil and encourages others to read in order that they too may lend.

Devices such as these, aside from encouraging home reading, enable the teacher to know the reading habit of the pupil and incidentally to test the amount of reading done. Monthly statements of reading and short personal conferences have their place, but the former should not be obtrusive.

When all is said and done, however, the teacher who knows his books and his pupils, who is constantly alert to suggest enthusiastically the book or article that will interest the individual pupil, never fails of success in this important part of his work.

The following lists of selections for reading are intended to be largely suggestive. Each teacher should have some freedom in the selection of the literature to be studied by her class. In order to avoid repetition in the work an assignment has been made for each term. In order to have seasonable material for each half year, it may be necessary for a teacher to substitute in her list, a poem or selection from the previous or the following list. Teachers are advised to make these changes whenever necessary; however, when such a change is planned the teacher should confer with the teachers of the previous and the following grades in order to avoid repetition of the study of the selection.

Some work in the memorizing of the poems should be done each term. Since children commit to memory easily at this time, teachers

should interest the children in this phase of literary study. Some poems should be learned as a whole, but in many instances it will be found to be of more value to learn parts of poems in connection with the study of the poem as a whole. Teachers should endeavor to form in the children the habit of memorizing the choice bits of all literature studied.

Seventh Grade — First Half Year

The requirement in literature for the first half of the seventh year is the reading of three units from lists A and B, at least one unit to be selected from each of these lists; and the memorizing of two selections from the list indicated for this purpose. In group A one title and in group B three titles constitute a unit.

List A

Aldrich, T. B. *Story of a Bad Boy*. Houghton
 Burnett, F. H. *Secret Garden*. Stokes
 Clemens, S. L. *Prince and the Pauper*. Harper
 Dickens, Charles. *Christmas Stories*. Various editions
 Kipling, Rudyard. *Captains Courageous*. Doubleday
 Wiggin, K. D. *Rebecca of Sunnybrook Farm*. Houghton
 Burroughs, John. *Bird Stories*. Houghton
 Burroughs, John. *Squirrels and Other Fur Bearers*. Houghton

List B

Browning, Robert. *Herve Riel*. (Golden Numbers). Houghton
 Garrison, Theodosia. *Soul of Jeanne d' Arc*.
 Holmes, O. W. *Contentment*. (Poems). Houghton
 Holmes, O. W. *Deacon's Masterpiece*. (Poems). Houghton
 Holmes, O. W. *Old Ironsides*. (Poems). Houghton
 Holmes, O. W. *Union and Liberty*. (Poems). Houghton
 Longfellow, H. W. *Skeleton in Armor*. (Poems). Houghton
 Lowell, J. R. *Heritage*. (Poems). Houghton
 Tennyson, Alfred. *A Ballad of the Fleet*. (Lyra Heroica). Scribner
 Whittier, J. G. *Centennial Hymn*. (American Anthology).

List C — Miscellaneous selections for memorizing

Albert, King of Belgium. *Address to the Army*
 Coolidge. *New Every Morning*
 Bates, Arlo. *America the Beautiful*. (American Anthology). Houghton
 Dobson, Austin. *Rose and the Gardner*. (Open Sesame, v. 2). Ginn
 Emerson, R. W. *Each and All*. (Poems). Houghton
 Letts, W. M. *Spires of Oxford*. (War Verse). Crowell
 Page. *American Creed*
 Shakspeare, William. *Hark, Hark the Lark*. (Golden Poems). McClurg
 Van Dyke, Henry. *Name of France*. (Treasury of War Poetry).
 Houghton
 Whittier, J. G. *Trailing Arbutus*. (Poems). Houghton

Seventh Grade — Second Half Year

The requirement in literature for the second half of the seventh year is the reading of three units from lists A and B, at least one unit

to be selected from each of these lists; and the memorizing of two selections from the list indicated for this purpose. In group A one title and in group B three titles constitute a unit.

List A

Clemens, S. L. Huckleberry Finn. Harper
Cooper, Fenimore. Spy. Putnam
Garland, Hamlin. Boy Life on the Prairie. Harper
Hughes, Thomas. Tom Brown at Rugby. Ginn
Montgomery, L. M. Anne of Green Gables. Page
Pyle, Howard. Men of Iron. Harper
Stevenson, R. L. Treasure Island. Various editions
Seton-Thompson, Ernest. Trail of the Sandhill Stag. Scribner

List B

Holmes, O. W. Grandmother's Story of Bunker Hill. (Poems). Houghton
Holmes, O. W. How the Old Horse Won the Bet. (Poems). Houghton
Holmes, O. W. Ballad of the Boston Tea Party. (Poems). Houghton
Holmes, O. W. Broomstick Train. (Poems). Houghton
Kipling, Rudyard. Bell Buoy. (Collected Verse). Doubleday
Longfellow, H. W. King Robert of Sicily. (Poems). Houghton
Longfellow, H. W. Sandolphin. (Poems). Houghton
Scott, Walter. Parting of Marmion and Douglas. (Open Sesame, v. 2). Ginn
Taylor, Bayard. Song of the Camp. (Stedman's Anthology). Houghton
Tennyson, Alfred. Lady of Shalott. (Golden Numbers). Houghton
Whittier, J. G. Barbara Frietchie. (Poems). Houghton

List C — Miscellaneous selections for memorizing

Bonar, Horatius. Be True. (Golden Numbers). Houghton
Cary, Alice. Nobility. (Selections for Memorizing). Ginn
Garrison, Theodosia. My Poplars.
Henry, Patrick. War Inevitable (beginning "They tell us, Sir") (Lincoln Literary Collection). Ginn
Lowell, J. R. Finding of the Lyre. (Poems). Houghton
Markham, Edwin. Lincoln, the Great Commoner. (Golden Numbers). Houghton
Perry, Nora. Coming of Spring. (Posy Ring). Houghton
Riley, J. W. Name of Old Glory. (Golden Numbers). Houghton
Shakspere, William. Blow, Blow Thou Winter Wind. (Poetry for Children). Houghton
Tennyson, Alfred. Sir Galahad. (Open Sesame, v. 2). Ginn
Van Dyke, Henry. Footpath to Peace. Barse

Books suggested for children's reading in seventh grade

Alcott, L. M. Jo's Boys. Little
Alcott, L. M. Eight Cousins. Little.
Austin, J. G. Betty Alden. Houghton
Altsheler, J. A. Apache Gold. Appleton
Barrie, J. M. Peter and Wendy. Scribner
Blanchard, A. E. Loyal Lass. Wilde
Blanchard, A. E. Girls of '76. Wilde
Blanchard, A. E. Heroine of 1812. Wilde
Barbour, R. H. Captain of the Crew. Appleton
Barbour, R. H. For the Honor of the School. Appleton

- Brown, John. Rab and His Friends. Various editions
 Burroughs, John. Bird Stories. Houghton
 Cotes, S. J. Story of Sonny Sahib. Appleton
 Dickens, Charles. Christmas Stories. Various editions
 Dickson, M. S. Pioneers and Patriots in Early American History. Macmillan
 Dix, B. M. Merrylips. Macmillan
 Eastman, C. A. Indian Boyhood. Doubleday
 Eastman, C. A. Indian Child Life. Little
 Field, Eugene. Christmas Tales and Christmas Verse. Scribner
 Garland, Hamlin. Boy Life on the Prairie. Harper
 Ginn. Plutarch Lives; abridged. Ginn
 Gordy, W. F. Colonial Days. Scribner
 Goss, W. L. Life of General Sheridan. Crowell
 Goss, W. L. Recollections of a Private. Crowell
 Grierson, E. W. Children's Book of Edinburgh.* Macmillan
 Griswold, Latta. Deering of Deal. Macmillan
 Gulick, L. H. The Efficient Life. Doubleday
 Hagedorn, H. Boy's Life of Theodore Roosevelt. Harper
 Hawthorne, Nathaniel. Grandfather's Chair. Various editions
 Herbertson, A. G. Heroic Legends. Caldwell
 Hill, F. T. On the Trail of Washington. Appleton
 Holland, R. S. Historic Boyhoods. Jacobs
 Holland, R. S. Historic Girlhoods. Jacobs
 Hulst, C. S. Indian Sketches. Longmans
 Lang, Andrew. Story of Joan of Arc. Dutton
 Lansing, M. F. Barbarian and Noble. Ginn
 Lee, M. C. Quaker Girl of Nantucket. Houghton
 Longfellow, H. W. Courtship of Miles Standish. Various editions
 Longfellow, H. W. Evangeline. Various editions
 Lucas, E. W. Slowcoach. Macmillan
 Macgregor, Mary. Story of France. Stokes
 Macleod, Mary. Shakespeare Story Book. Barnes
 Martin, G. M. Warwickshire Lad. Appleton
 Masfield, John. Martin Hyde. Little
 Mighels, P. V. Sunnyside Tad. Harper
 Moore, N. H. Deeds of Daring Done by Girls. Stokes
 Nicolay, Helen. Boy's Life of Lincoln. Century
 Ollivant, Alfred. Bob, Son of Battle. Doubleday
 Piercy, W. D. Great Inventions and Discoveries. Merrill
 Pyle, Howard. King Arthur and His Knights. Scribner
 Pyle, Howard. Story of the Grail. Scribner
 Ramee, Louise de la. Nurnburg Stove. Various editions
 Richard, L. E. Captain January. Estes
 Roosevelt, Theodore. Stories of the Great West. Century
 Seawell, M. E. Virginia Cavalier. Harper
 Seton-Thompson, Ernest. Biography of a Grizzly. Century
 Southey, Robert. Life of Lord Nelson. Various editions
 Tappan, E. M. In the Days of Queen Victoria. Lothrop
 Tarkington, Booth. Penrod. Doubleday
 Wade, Mary H. Pilgrims of Today. Little
 Warner, C. O. Being a Boy. Houghton
 Waterloo, Stanley. The Story of Abe. Doubleday
 Whittier, J. G. Poems. Houghton
 Wright. Gray Lady and the Birds.
 Webster, Jean. Daddy Long Legs.
 Zollinger, Gulielma. Widow O'Callighan's Boys. McClurg

Eighth Grade — First Half Year

The requirement in literature for the first half of the eighth year is the reading of three units from lists A and B, at least one unit to be selected from each list mentioned; and the memorizing of two selections from the list indicated for this purpose. A unit in list A consists of *approximately 100 pages*; a unit in list B of *approximately 50 pages*. Any combinations of readings aggregating the numbers of pages indicated will be satisfactory. *List A*—A unit in this group consists of any one of the first three titles or any two of the remaining titles.

Hale, E. E. *The Man without a Country*. Various editions
 Sharp, D. L. *A Watcher in the Woods*. Houghton
 Warner, C. D. *A-Hunting of the Deer and How I Killed a Bear*. (A-Hunting of the Deer and other essays). Houghton
 Andrews, M. R. S. *The Perfect Tribute*. Scribner
 Davis, R. H. Gallagher. Scribner
 Kipling, Rudyard. *Toomai of the Elephants*. (Jungle Book). Doubleday
 Poe, E. A. *The Gold Bug*.
 Stockton, F. R. *The Lady or the Tiger*. Scribner
 Van Dyke, Henry. *The Other Wise Man*.

List B—A unit in this group consists of the first poem or any three of the poems.

Longfellow, H. W. *Courtship of Miles Standish*. (Poems). Houghton
 Kipling, Rudyard. *Ballad of East and West*. (Collected Verse). Doubleday
 Mackaye, Percy. *Goethals; the Prophet Engineer*.
 Lanier, Sidney. *Song of the Chattahoochee*. (American Anthology). Houghton
 Longfellow, H. W. *My Lost Youth*. (Poems). Houghton
 Macaulay, T. B. *Horatius at the Bridge*. (Lays of Ancient Rome). Various editions
 Noyes, Alfred. *Princeton*. (Treasury of War Poetry). Houghton
 Shelly, P. B. *Cloud*. (Golden Numbers). Houghton

Grade poet, James Russell Lowell

——— *Aladdin*
 ——— *First Snowfall*
 ——— *Dandelion*
 ——— *Concord Bridge, Ode Read at 100th Anniversary*
 ——— *Fountain*
 ——— *O, Beautiful, My Country*
 ——— *Shepherd of King Admetus*
 ——— *The Singing Leaves*

List C—*Selections for memorizing*

Brooke, Rupert. *Soldier*. (War Verse). Crowell
 Browning, Robert. *Incident of the French Camp*.
 Carman, Bliss. *Vagabond Song*. (Golden Numbers). Houghton
 Keats, John. *Sweet Peas*. (Golden Numbers). Houghton
 McKee, John. *In Flanders Fields*. (War Verse). Crowell

- Poe, E. A. To Helen. (American Anthology). Houghton
 Scott, Walter. My Native Land. (Golden Numbers). Houghton
 Tennyson, Alfred. Bugle Song. (Golden Numbers). Houghton
 Van Dyke, Henry. I Would Be True
 Selections from the following speeches
 Lincoln, Abraham. Gettysburg Address (entire). (Selections for Memo-
 rizing). Ginn
 Emmett, Robert. Vindication. (Progressive Speaker). National
 Everett, Edward. King Phillip to the White Settlers. (Best Selections,
 v. 3). Penn
 Webster, Daniel. Supposed Speech of John Adams. (Open Sesame, v. 3).
 Ginn
 Wilson, Woodrow. Memorial Day Address

Eighth Grade — Second Half Year

The requirement in literature for the second half of the eighth year is the reading of three selections from lists A and B, at least one to be taken from each list mentioned, and the memorizing of two selections from the list indicated for this purpose.

List A

- Aldrich, T. B. Marjory Daw. Houghton
 Hale, E. E. My Double and How He Undid Me. (Best Selections, v. 22).
 Penn
 Kipling, Rudyard. The Ship that Found Herself *and* 007. (Day's Work).
 Doubleday
 Wilkins-Freeman, M. E. Revolt of Mother. (New England Nun).
 Harper
 Van Dyke, Henry. Mansion. Harper
 Irving, Washington. Legend of Sleepy Hollow. (Sketch Book). Putnam
 Sharp, D. L. The Ways of the Woods. Houghton

List B

- Longfellow, H. W. Evangeline.
 Scott, Walter. Lay of the Last Minstrel. Various editions
 Byron, Lord. Eve of Waterloo. (English History Told by English Poets).
 Macmillan
 Longfellow, H. W. Birds of Killingworth. (Poems). Houghton
 Lowell, J. R. Vision of Sir Launfal. (Poems). Houghton
 Sill, E. R. Fool's Prayer. (American Anthology). Houghton
 Whittier, J. G. Snow Bound. (Poems). Houghton

List C — Selections for memorizing

- Burroughs, John. Waiting. (Golden Poems). McClurg
 Bryant, W. C. To a Water Fowl. (Golden Numbers). Houghton
 Gifford. My Soul
 Kilmer, Joyce. Trees. (Homebook of Verse). Holt
 Kipling, Rudyard. Recessional. (Collected Verse). Doubleday
 Lowell, J. R. Lines on Washington. (Poems). Houghton
 Markham, Edwin. Lincoln, the Great Commoner. (Golden Numbers).
 Houghton
 Owens, Vilda S. What Has England Done?
 Reed. Uprising in the North
 Sill, E. R. Opportunity. (Golden Numbers). Houghton
 Stevenson, R. L. Requiem. (Victorian Anthology). Houghton

- Tennyson, Alfred. Flower in the Crannied Wall. (Open Sesame, v. 1). Ginn
 Whitman, Walt. My Captain. (Golden Numbers). Houghton
 Whittier, J. G. Quest. (Poems). Houghton

Suggestive list of books for children's reading in eighth grade

- Abbott, E. H. Molly Make Believe. Century.
 Altsheier, J. A. Shadow of the North. Appleton
 Altsheier, J. A. Soldier of Manhattan. Appleton
 Atkinson, Eleanor. Greyfriars Bobby. Harper
 Austin, J. G. Standish of Standish. Houghton
 Bennett, John. Master Skylark. Century
 Bullen, F. T. Cruise of the Cachelot. Appleton
 Canavan, M. J. Ben Comee. Macmillan
 Carruth, Hayden. Track's End. Harper
 Churchill, Winston. Crisis. Macmillan
 Churchill, Winston. Crossing. Grosset
 Cooper, J. F. Last of the Mohicans. Putnam
 Cooper, J. F. Pilot. Putnam
 Custer, E. B. Boots and Saddles. Harper
 Dana, R. H. Two Years before the Mast. Various editions
 Davis, R. H. Stories for Boys. Scribner
 Dawson, Coningsby. Carry On. Lane
 Dickens, Charles. David Copperfield. Various editions
 Dix, B. M. Soldier Rigdale. Macmillan
 Doubleday, Russell. Stories of Inventors. Doubleday
 Duncan, Norman. Adventures of Billy Top Sail. Revell
 Eggleston, Edward. Hoosier Schoolmaster. Scribner
 Fisher, D. F. Understood Betsy. Holt
 Frederic, Harold. In the Valley. Scribner.
 Garland, Hamlin. Long Trail. Harper
 Hagedorn, Herman. You are the Hope of the World. Macmillan
 Hankey, Donald. Student in Arms. Dutton
 Henley, W. E. Lyra Heroica. Scribner
 Jewett, Sophie. God's Troubadour. Crowell
 Jewett, S. O. White Heron. Houghton
 Johnson, Owen. Varmint. Baker
 Johnson, Rossiter. Phaeton Rogers. Scribner
 Kipling, Rudyard. The Drums of the Fore and Aft. Doubleday
 Keller, Helen. Story of My Life. Grosset
 Liljencrantz, O. A. Thrall of Lief the Lucky. McClurg
 Lincoln, J. G. Pretty Tory. Houghton
 Long, A. W. American Patriotic Prose. Heath
 Madison, L. F. Colonial Maid of old Virginia. Penn
 Martin, G. M. Emmy Lou. Doubleday
 Mason, A. B. Tom Strong, Washington's Scout. Grosset
 Montgomery, L. M. Anne of Green Gables. Page
 Mulock, D. M. John Halifax, Gentleman. Various editions
 Munroe, Kirk. Flamingo Feather. Harper
 Nicolay, Helen. Boy's Life of Abraham Lincoln. Century
 Parkman, Francis. Montcalm and Wolfe. Little
 Parkman, Francis. Rivals for America. Little
 Parkman, M. R. Heroines of Service. Century
 Pyle, Howard. Story of King Arthur. Scribner
 Riis, J. A. Making of an American. Macmillan
 Scott, Walter. Rob Roy. Various editions
 Scott, Walter. Talisman. Various editions
 Seaman, A. H. Jacqueline of the Carrier Pidgeons. Sturgis
 Shakspeare, William. As You Like It. Various editions

Sharp, D. L. Watcher in the Woods. Century
 Sherwood, M. P. Worn Doorstep. Little
 Stevenson, B. E. Soldier of Virginia. Houghton
 Stockton, F. R. Rudder Grange. Scribner
 Tappan, E. M. In the Days of William the Conqueror. Lothrop
 Tappan, E. M. When Knights Were Bold. Houghton
 Tarkington, Booth. Gentleman from Indiana. Doubleday
 Washington, B. T. Up from Slavery. Doubleday
 Webster, Jean. Daddy Long Legs. Century

Books for Teachers

Axtell, U. F. Teaching of Literature. Bardeen
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